

**Saskatchewan
School Trustees'
Association**

**Fifth Annual Report
of Convention**



Held at Moose Jaw
January the 25th. 26th and 27th
1920

LP
F5012
1920
52512

COMPLETE PRINTING SERVICE

¶ School Trustees and Rural Municipal Councillors will do well to leave their printing troubles to us.

¶ We maintain a complete printing, ruling and bookbinding service, capable of turning out the smallest or the largest job on the shortest notice.

¶ School Boards and Rural Municipalities supplied with

Letter Paper
Blank Books
Loose Leaf Binders
Poundkeeper Supplies
Tax Sale Forms
Blackboard Erasers
Carbon Papers

Envelopes
Ruled Forms
Foolscap
Scribblers
Exercise Books
Chalk
Election Stationery

¶ In fact we can completely outfit you. Quantities at wholesale prices.

¶ Get in touch with us and discover that our co-operation develops real business health and comfort.

The STANDARD PRINTERS
McINNIS BROTHERS LIMITED, PROPRIETORS
1731 Rose Street, - - - Regina

IMPERIAL BANK

OF CANADA

Capital Paid Up
\$7,000,000

Reserve Fund
\$7,500,000

HEAD OFFICE . . . TORONTO
211 Branches in Canada

PELEG HOWLAND, President
W. MOFFAT, General Manager

*A*T all Branches of the Imperial Bank of Canada, a General Banking Business is conducted and exceptional banking service rendered.

Drafts, Money Orders and Letters of Credit are issued negotiable in all parts of the civilized world.

Collections made at any point in Canada or foreign countries. Domestic and Foreign exchange bought and sold.

Municipal and Government Securities are dealt in at all Branches.

Safety Deposit Boxes are provided and may be rented at moderate rates.

A feature of every Branch is the Savings Department. Special facilities are provided and careful attention given to the accounts of all customers.

On all questions relative to banking, interview our local manager and obtain his advice.

34 Branches in
Saskatchewan

Western School Supply Company

REGINA

SASK.

The Latest in
School Desk
Manufacture

The Preston Ball-
Bearing Adjust-
able Box Single
Desk with Lifting
Lid



OUR SPECIALTIES: Preston Ball Bearing Desks, Maps and Globes, Hyloplate Blackboards, School Text Books, Teachers' Desks and Chairs, Kindergarten Goods and Plasticine. The only complete School Supply House in Saskatchewan. Catalogue will be sent on request.

Western School Supply Company
1402 ROSE STREET - - REGINA, SASK.

**Saskatchewan
School Trustees' Association
Fifth Annual Report of Convention**



Held at Moose Jaw, Saskatchewan

February 25th, 26th, 27th

1920

**We Pay Delivery Charges to
Your Station or Post Office.**

**We Ship Your Parcel Within
One Day of Receipt of Order.**

**We Guarantee Satisfaction
or Your Money Back.**

*Send for a Copy of our latest Cat-
alogue. It is Free.*

THE
ROBERT

SIMPSON

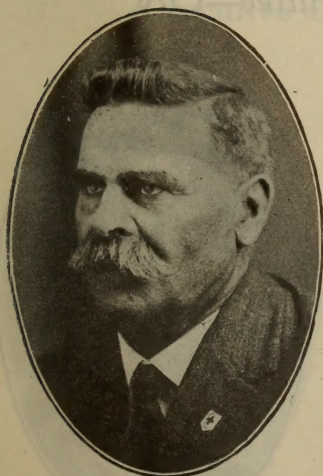
WESTERN
LIMITED

REGINA

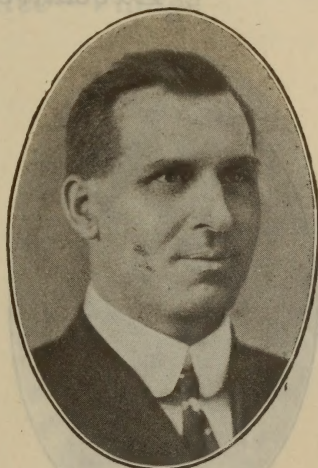
OFFICERS of THE SASKATCHEWAN SCHOOL TRUSTEES' ASSOCIATION



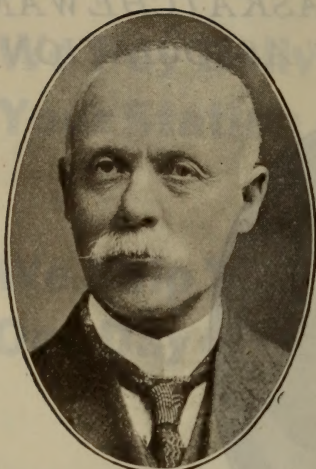
MR. JAMES F. BRYANT, M.A., LL.B.
President



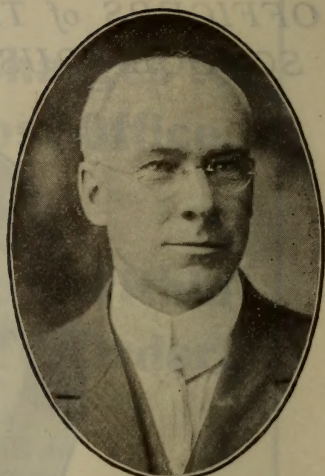
W. F. GOULDEN
First Vice President



JOSEPH NEEDHAM, B.A., Unity
Second Vice President



A. J. SPARLING
Hon. President



J. H. CUNNINGHAM
Sec. Treasurer

Executive Committee—City

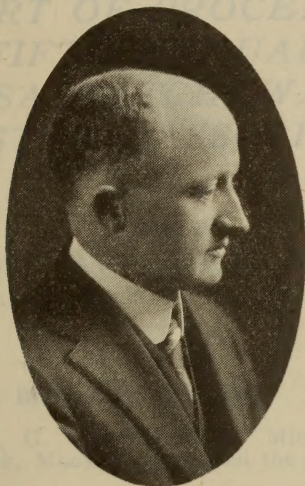


MRS. ALLAN, Moose Jaw



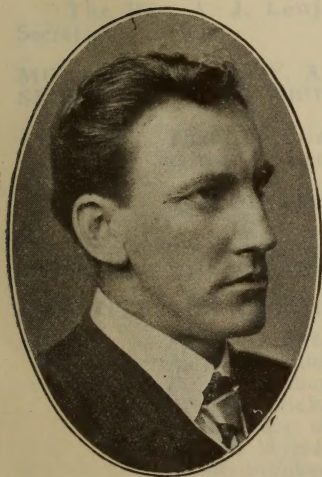
A. E. CAIRNS, Melfort

Executive Committee—Rural

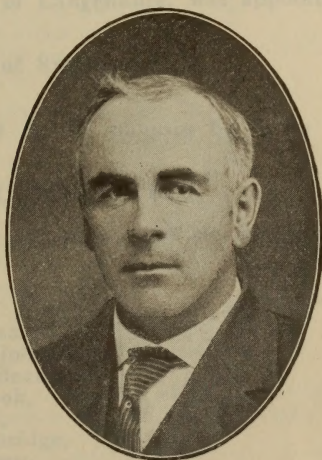


MR. CURRIE
Vonda

Executive Committee—Village



REV. A. J. LEWIS, B.A.
Langenburg



F. W. ANDERSON
Swanson

REPORT OF PROCEEDINGS AT THE FIFTH ANNUAL CONVEN- TION OF SASKATCHEWAN SCHOOL TRUSTEES' ASSOCIATION

HELD AT
MOOSE JAW, SASKATCHEWAN
January 25th, 26th, 27th, 1930

Mr. James F. Bryant, in the chair.

The Rev. W. G. Wilson, M.A., Minister of St. Andrews Presbyterian Church, Moose Jaw, opened the covention with prayer.

The Chairman:

I would like to say that we have the use of this Church free of cost through the kindness of the Mayor, Aldermen and people of Moose Jaw. (Applause). It was given to us on condition that no person would use tobacco in any room or in any part of the Church and I pledged our Association that we would not do so. (Applause.)

The Rev. A. J. Lewis, B. A., of Langenburg, was appointed Secretary pro tem.

MOVED by **Mr. F. W. Anderson, of Swanson,**
SECONDED by **Mr. Whittaker,**

That the printed report of the minutes be taken as as read.—Carried.

APPOINTMENT OF COMMITTEES.

The under-noted men were duly nominated and elected to act on the following Committees:—

CONSTITUTION COMMITTEE.

F. M. Jarrett, of Saskatoon,
A. M. Carmichael, of Kindersley,
D. A. Kinsbury, of Rouleau,
Mr. Hendricks, of Outlook,
G. R. Burt, of Verwood,
George Myers, of Rowenridge,
T. M. Stephens, of Kisbey,

Mr. W. J. Orchard, of Tregarva, was nominated, but withdrew.

RESOLUTION COMMITTEE.

A. E. Cairns, of Melfort,
W. J. Orchard, of Tregarva,
S. P. Rondeau, of Woodrow,
Peter McLaren, of Gull Lake,
O. H. Brown, of Rutland,
J. H. Holmes, of Saskatoon,
H. P. Barr, of Vanguard

Mr. P. Beauchamp, of Meyronne, withdrew.

CREDENTIAL COMMITTEE.

Mr. McMahon, of Lake City,
S. V. Turner, of Estevan,
W. Beaton, of Ardath,
John Sparrow, of Webb,
J. B. Wood, of Guernesy,
William Miller, of Avonlea,
A. Brown, of Tribune.

The Chairman read an extract from the newspaper in regard to the handling of resolutions setting forth the duties and responsibilities of the Resolution Committee as follows:

DEFINITION OF DUTIES.

To avoid difficulty in defining the duties of the Resolution Committee, a difficulty that had been considerable at previous conventions, President Maharg presented to the assembly a resolution covering the whole matter. This was unanimously carried as read:

"WHEREAS, under the Constitution, the executive meets prior to the convention to deal with these resolutions.

AND WHEREAS, the Resolution Committee appointed at the convention deals only with the resolutions not in the hands of the executive before the convention, therefore the duties of this Committee shall be:

(a) To give the delegates every assistance in drafting resolutions.

(b) To draft co-ordinating resolutions when two or more proposals have been made on the same subject.

(c) To assort resolutions in order of priority.

(d) To re-draft ambiguously worded resolutions, and to refuse those which are not relevant to the affairs of the Association, or which are in any way unsuitable for public presentation."

MOVED by Mr. Goulden,
SECONDED by Mr. Anderson,

That the newspaper clipping just read be accepted as the principle of handling the Resolution Committee.

—Carried.

The Chairman introduced Mayor Hamilton, of Moose Jaw, who welcomed the delegates:

Mayor Hamilton:

Mr. Bryant, Ladies and Gentlemen, and members of the School Districts of this Province, I desire to extend to you a most hearty welcome. This is the first occasion on which the Trustees' Association of this Province has seen fit to hold a convention in our city. I do not know why you have not met in this city on other occasions. In any event, we are more than pleased that you did come at last. The convention, I understand, will not be as large as conventions which have been held in Saskatoon or other cities, but I understand it is because of the fact—largely because of the fact—that controversial matters which arose at the other conventions will not likely arise here. (Applause). I am pleased that you appreciate that. This is rather a placid place, and that when controversial matters were to be discussed you found other fields. I might state that owing to the fact that there has been a good deal of sickness in this city rooms have not been as readily available for the accommodation of delegates as we would like but I am asked to make the statement that there are still some rooms available.

I trust that during your visit in the city you will enjoy yourselves, and that you will carry away pleasant recollections of Moose Jaw.

It has been intimated to me that the Union Stock Yards would be pleased to have you visit their plant, and arrangements will be made to have you taken there by street car. I must not detain you as you have so much business to get through so will merely repeat that on behalf of the City of Moose Jaw I extend to you a very warm civic welcome. (Applause).

Chairman:

Ladies and Gentlemen, the next item on the programme is the President's address. (Applause).

LEAD ON, SASKATCHEWAN.

Opening address by James F. Bryant, President of the Saskatchewan School Trustees' Association.

It is again my duty and my privilege to welcome you to this our Annual Convention. Once again, I wish to thank you and express my appreciation of your kindness and your confidence in electing me to the highest office in your organization. The presiding officer's chair in this Association is the most important of all the honorary positions in the Province, and I recognize to the fullest possible extent the great honour which you have conferred upon me in electing me to this position. (Applause).

I welcome this large concourse today on behalf of your executive, and in doing so permit me to express the hope that the Convention may be the most profitable and most enjoyable in the history of our Association; may harmony prevail in our councils;

may sound judgment and calm deliberation determine our discussions so that we may arrive at wise conclusions; and may we all return to our homes realizing the responsibility which rests upon us as Trustees, and inspired by the opportunities for service facing us in the days and months to come. (Applause).

Our Association is growing in numbers and influence from year to year, until it has become what might be termed, an educational legislature, representing the ratepaying public, and playing an extremely important part in the educational policy of the country at large. As an Association we are interested in the educational policy of the Government. In my opinion, we have a duty and a responsibility to assist the Minister of Education to work out such legislation and regulations as will make for school efficiency and educational progress; expressing our approval where our sober judgment confirms the policies and actions of the Minister, and our firm disapproval when we feel that any legislation of an educational nature is detrimental to the best interests of the Province.

Within the past few weeks, Peace has been declared. There are those who think that the age-long struggle between despotism and democracy, between oppression and freedom, between right and wrong, has been ended with the signing of peace. Apparently the struggle has only commenced if we judge by the present state of social and economic unrest. We have arrived at our present state of civilization and culture through centuries of struggle and effort. At this very moment our whole social fabric is in danger; our democracy is threatened, our civil liberty is imperiled. Are we in this crisis tamely to submit and let our whole social system give way to anarchy and strife, or should we not rather "take up arms against a sea of troubles, and by opposing, quell them?" (Applause) Our safety lies in public education, in a deliberate and sustained effort through our schools to awaken national consciousness and to promote the spirit of unity and community friendliness, by providing for the free and equal development of every member of the community.

The nation is awakening as never before to the possibilities of education and to the necessity of combating ignorance in all its forms—physical, mental and moral. The War has taught us the value of knowledge, of ordered discipline, of devotion to a great and common cause. There is danger that in the reaction following Peace and in the turmoil of material reconstruction, the truths enforced by the War may be forgotten or obscured. It will rest largely upon our teachers to secure that these truths become part of the inheritance of the coming generation.

No class of men and women in the community are entitled to greater respect or more consideration than the members of the teaching profession. (Applause). Their's is a task which calls for the highest talents, the greatest genius, the noblest mental endowment, and the sublimest devotion to duty. They are charged with the responsibility for the future conduct of our children. Upon the success or failure of their work depends the mental and moral standards of the growing generation, their behaviour as citizens, their appreciation of their responsibilities, and their attitude toward law order and constituted authority. The church has the opportunity

of influencing the lives of the children on one day of the week—the school on five. The teachers are engaged in a work the importance of which cannot be overestimated, and in payment for which our most liberal compensations are all too inadequate, because on their work depends, to a very large extent, the safety and permanence of our institutions. We are not giving our teachers proper recognition in the way of standing or pay. Our best teachers are leaving our schools and universities in ever-increasing numbers. They are leaving a profession for which they have prepared as their life work now because they cannot live in ordinary decency and comfort and bring up their families as they have a right to expect that they should be reared in this land of freedom, or boundless resources and unlimited opportunity.

The teachers should therefore, as a class receive greater recognition. They should receive such a salary as will enable them to live comfortably and properly carry on their work free from the constant anxiety under which they are living, anxiety resulting from an income insufficient, even with the most rigid economy, to meet their everyday expenses and to lay aside a portion for old age. The teachers should receive not only a living wage, but a saving wage.

We cannot overlook the fact that there is a serious shortage in the number of teachers. Many of our most capable teachers are entering on other work because of the inadequate financial opportunities in the profession. While we have in this Province many excellent and mature teachers, it is a matter of regret that a large percentage of the teaching force in the Province is too poorly trained, too young, and remain in the teaching profession much too short a period. The average teacher gets her initial experience at eighteen or nineteen, remains in the teaching profession four years, and leaves the profession just at an age when most people are entering upon their professional life. It is only fair and just to say that many even of these young folks possess a high intellectual standing and are brilliantly endowed by nature. Full of optimism and enthusiasm as many of them are even in their brief tenure of office, they have rendered a valuable service to this country. (Applause). This cannot be said, however, of the vast majority. They regard teaching as a temporary matter and take only a passing interest in their work. You cannot put your children in the hands of teachers of this type and expect them to turn out men and women capable of solving the most serious social and political problems within the memory of man.

The rewards of teaching do not at present encourage the expenditure of time and money in professional preparation. So long as a third-class teacher is paid the same salary as one holding higher qualifications, there is no inducement for a young man or woman to spend an additional year at high school and an additional term at the Normal School. Salaries have not kept pace with the increased cost of living. Teaching is so poorly paid in comparison with other lines of work that it has suffered by competition. The teacher's services are too often regarded as a commodity to be purchased at the cheapest obtainable rate in the open market. Until the public realizes that there is a close relation between the kind of education available and the price actually paid for it, we cannot look for any improvement in the quality of our teachers or any permanency in the teaching profession.

Another matter which demands our serious consideration is the lack of men in the teaching profession. When I was a boy in Ontario, practically all the country teachers were men. How many male teachers have we to-day in the rural districts of Saskatchewan? Since 1906 the percentage of male teachers in the Province has dropped from 43.4 to 16.7 per cent. The majority of the men are to be found in urban districts where they carry on as principals and high school masters. Our schools are womanned instead of manned. Over seventy per cent of the public school teachers in Canada are females. One writer says, "Women have a splendid place in teaching, but it is a dangerous policy to have a woman teaching boys during the cub stage, the mannish period, the age of adolescence." Another writer recently advocated male married teachers because our civilization is based upon the family as a unit and only those who are married really know the duties and demands of our social structure. Why do men not enter the teaching profession in greater number? Few of the Trustees present would encourage their sons to make teaching their life work because the profession is not sufficiently remunerative to make them economically independent. A married man will not remain long in the teaching profession unless his position has some guaranty of permanency and his salary is adequate to support his family.

A short time ago in the United States a commission was appointed on The Emergency in Education. That committee has just published its report. Signed reports were sent to the Committee by seventeen hundred superintendents of education from all parts of the United States, having under them 238,573 teachers. A detailed analysis of these reports revealed the fact that there was an alarming shortage of teachers in all parts of the country. So great was the shortage that great sections of many States were unable to open their rural schools. The shortage of teachers estimated at nearly one hundred and seventy thousand threatened the very existence of their system of education. Nearly fifty-three thousand teachers dropped out of the profession last year according to the above reports, and these represented only a portion of the number over all the United States. Investigation revealed the fact that at the bottom of the whole matter was the question of inadequate salaries paid the teachers. They received much less than members of other professions, ministry, law, medicine, engineering, etc. Their average salaries were less than those of many of the skilled artisans, such as bricklayers, carpenters, plasterers, plumbers, painters, steamfitters, metal workers, etc., and in many districts less than unskilled labourers whose preparation for work is much shorter and whose expenses for "professional upkeep" are very much less.

Similar conditions prevail in our own Province and throughout Canada. It is high time that we overhaul our old ideas with reference to teachers' salaries in the light of present day conditions in order that teachers' salary schedules may be based on business principles and prevailing economic conditions rather than upon tradition and sentiment. The time has come to standardize salaries, to make a general adjustment of teachers' salaries to living conditions. With the increase in the amount of salaries, we should demand from the teachers a proportional increase in the amount of preparation for their work and an increase in the amount spent by them in professional advancement during their years of teaching. We should do

away altogether with permit teachers, third-class teachers, and aim to gradually do away with all but first-class teachers in the wealthy Province of Saskatchewan. In the year 1919, five hundred and twelve provisional certificates were issued in the Province, and the latest returns available, being for the year 1918, show that two thousand one hundred and thirteen third-class teachers were employed. This condition of affairs must be remedied. For the children of Saskatchewan, the best teachers are none too good. (Applause).

Under our present system, the rural districts cannot hope to compete with the urban centres in the matter of competent teachers. The rural district is compelled to accept the inexperienced or the less competent teacher, for as soon as the necessary experience is obtained or as soon as the teacher shows marked ability he is drawn to a larger place by the larger salaries paid. In my opinion the remedy for this condition is the adoption of a standard of salary schedules by the schools of the Province. By adopting such standard and by making the salaries sufficiently high to attract the best class of teachers, we will do away with many of our present difficulties. By giving the teachers a regular increase in salary each year you hold out an inducement to him to remain in his present position for a number of years. He should be more valuable to the district year by year. In Norway, Sweden, Denmark and England, it is not uncommon for a teacher to spend a lifetime in a school. Why should not such a condition prevail in Saskatchewan. (Hear, hear.) I am therefore suggesting to you the following as a standard schedule for salaries:

Lady Teachers:

| | |
|--------------------------|---|
| Second Class— | \$1,000.00 increase \$100.00 per year to \$1,500.00; |
| First Class— | \$1,200.00 increase \$100.00 per year to \$1,700.00; |
| University Graduates— | \$1,500.00, increase \$100.00 per year to \$2,000.00; |

Men Teachers:

| | |
|--------------------------|---|
| Second Class — | \$1,200.00, increase \$100.00 per year to \$1,700.00; |
| First Class— | \$1,400.00 increase \$100.00 per year to \$2,000.00; |
| University Graduates— | \$1,700.00, increase \$100.00 per year to \$2,400.00. |

Until school trustees are willing to pay adequate salaries to teachers, there will be a shortage of qualified teachers. The best

teachers will gradually drop out and the rising generation will be handicapped through life because inadequately qualified "permit" teachers were in charge of their early education.

Commenting on the debate in the British House of Lords on "Education after the War," the Education News of Edinburgh said:

"Underlying every point which was reviewed, the personality of the teacher was the one great essential of which Parliament never for one moment lost hold. . . . It was urged that however palatial our buildings, however superb our equipment, and however perfect our organization, unless we are able to induce the best brains of the country to enter the teaching profession and adopt it as a career, our efforts will end in failure."

Turning aside from the teachers for a moment, I wish to refer to another matter in which the Trustees may play a leading part in improving living conditions in Saskatchewan. How to keep our settlers on the dry districts of the Province is a problem which to-day is confronting our public men. In these districts, the annual rainfall is not sufficient to insure a grain crop. An attempt is made to retain the moisture by means of summerfallows. After a few years of cultivation the soil becomes so fine that a great deal of the very best top soil is blown away by the high winds and lost. Last year in some districts of the province both the soil and the seed were blown away. If this drifting of the soil is permitted to take place year after year, in a very short time the fertility of the soil will be lost and the district will become a barren desert. The strong prairie winds also dry out the soil and carry away the moisture. They often cut to pieces the growing crop and the gardens by the action of the drifting soil.

It is found, however, that in districts where shelter belts have been planted across the land in a systematic way there is no trouble whatever from the wind. The tree crop requires only one third to one-half the moisture a grain crop requires. The salvation therefore, of the dry districts of the Province lies in the planting of permanent shelter belts along the section lines, and this fact must be recognized sooner or later if there is to be any permanent place for agriculture on the dry prairies. If we are to keep the settlers on the farms in the dry areas of the Province, we must undertake this work at once. It has to be done some time; why not start now? If we do not plant trees, we shall have for all time in many sections of this Province a prairie, bare, windswept, treeless, soil drifted, scorched by the summer sun and unprotected from the biting blizzard. Our shelter belts should be wide enough and the trees planted closely enough together to present a solid mass. If proper trees are selected and the necessary attention paid to them they will grow to from twenty to twenty-five feet in height in a comparatively short time. Mr. Archibald Mitchell, of the Dominion Experimental Farm advocates the planting of one-tenth of the quarter section by every farmer in trees. This can be done systematically and gradually, and in the space of a very few years the landscape of the

prairie would take on an entirely different appearance, the climate would become milder, the soil more productive, and life on the prairie very much more attractive and inviting. With an abundant supply of wood growing on his own land, the farmer would never need to fear a coal shortage.

Another menace to successful farming in parts of our Province is the plague of grasshoppers and other insects which often beset us. The systematic planting of trees on the prairie would do away with these plagues in that they will attract to our prairie in ever increasing number birds who feed upon insects and thus prevent insect plagues. Plagues of locusts occur only in treeless and birdless countries, like Egypt. Where birds are plentiful, insects are kept in check. One authority states that blackbirds, plover and prairie chicken have rescued Nebraska from crickets several times. Meadow larks, king birds, cuckoos, grouse and gulls have saved Manitoba from the devastating army worm which on several raids never got further than the southwest corner of the Province. The annual loss of crops and trees due to insects is thought to be nearly seven hundred million dollars in the United States and one hundred and twenty-five million in Canada. An examination of fifty thousand birds' stomachs has enabled scientists to speak with authority on the value of birds to agriculture. One night hawk's meal was found to consist of 340 grasshoppers in addition to bugs and beetles. Most birds will take over a hundred insects per day to feed their young and to keep up the energy required for their rapid flight. The horned owl will swallow a gopher entire. In the investigation three thousand skulls of gophers and mice were found in the retreat of a pair of barn owls. Certain kinds of birds eat weed seeds. The value of birds to Manitoba was estimated by Mr. J. J. Golden in the following manner: Forty-seven million acres of farm land at three birds per acre, at one and one-half ounces of weed seeds or insects per day for one hundred and fifty days, the bird season, equals nine hundred eighty-seven thousand tons of pests destroyed each summer in Manitoba by the birds.

How can the Trustees improve these conditions? They can do so by planting trees and shrubs in every school yard in the Province as one of the first steps in the forward movement for the permanent improvement of the Province. In a short time these trees will grow up and prove to be an object lesson and source of impetus to the people in the surrounding districts in the matter of tree culture. The pupils who attend the schools and their parents will want to have trees around their homes. Their first planting efforts will be directed towards sheltering the gardens and buildings. Their attention will soon be directed toward the sheltering of the farm and the preservation of the soil by the planting of wind-breaks. There is no more important problem facing our Government and people to-day than that of forestry on our prairie farms. (Applause.)

In order that tree planting on the school grounds of the Province may be accomplished as easily as possible, the Department of Education has made arrangements with the Forestry Stations and the Government Nurseries at Regina for the free distribution of trees and ornamental shrubs to the school districts. Since 1915 only 242 schools have availed themselves of this opportunity. It is to be hoped that before three years have passed every school dis-

trict in the Province will have complied with the necessary conditions and surrounded their school grounds with trees and shrubs. The pioneer days have passed. The time for ornamentation has come.

But someone says the task is too great, it cannot be done. Our forefathers went into the primeval forests of Eastern Canada and settled down and cleared off the bush before they could farm. The work of planting trees on the fertile prairies of Saskatchewan is a much easier task, the success is sure, and the results are certain if right methods are followed. Fifty years ago Nebraska was the most treeless State in the American Union. To-day it is the best wooded region in the United States. What has been accomplished in Nebraska by foresight and perseverance can surely be duplicated in Saskatchewan. (Hear, hear.)

The rural school above all things should be attractive. We hope that before long every school will have a teacher's house in connection with it. There will be the garden in connection with the house, the flower garden and the trees. The rural school should be the most charming part of the whole countryside, not a place from which the teacher escapes at the earliest possible time on Friday night to return reluctantly Morning morning, but a place where the teacher will want to remain, where the rural school will be a vital part of the community, the centre of community life. (Cheers).

It is now conceded by all educators who have studied this subject that the consolidated or centralized school is the best type of school for the rural districts. Consolidated schools will add to the improvement of rural conditions by increasing the tenure of office and salaries of teachers and will provide commodious and well equipped buildings, in the country, for the country boy and girl. The chief objection against the consolidated school is the question of transportation of the pupils. This objection comes from the parents, not from the pupils. It is a comparatively simple thing with covered sleighs or waggons, warm lap robes, and a small stove in the wagon. The consolidated schools have met with success in many parts of the United States in Manitoba, and in some parts of Saskatchewan. The consolidated school would keep the farm boys and girls at home. They can get their secondary education without going to the city, staying away from the farm for three or four years, and thus losing interest in farm life. Under our present system of education, the children are apparently educated away from instead of toward rural life.

Another great advantage of the consolidated school is that in the majority of cases it becomes a community centre. The buildings as a rule, are the finest in the district; they generally contain a large assembly hall, which in a short time becomes the most popular meeting place in the district. The social relations in the rural communities in most parts of Saskatchewan are not so close as they might be. Rural communities need to get together. The consolidated school meets the social needs of the people and is an important factor in directing the thought of the community. The schoolhouse is as much a public institution in the evening as the day time. It can be used as the centre of the co-operative organizations and women's clubs can be organized to the permanent benefit

of the community; literary societies and debating societies can be arranged in the districts by the teachers; concerts, socials, dances, and old-fashioned spelling matches can be held in the auditorium, and thus add to the joy and zest of the rural life in the long winter evenings. The school life thus reaches out to the home and the consolidated school becomes a continuation school for every man and woman in the community. In the consolidated school, you also have a place where the people can get together and reason about and understand politics as the "science of government". In making the schoolhouse a community centre, you are buttressing the foundations of good government. (Applause.)

The aim of the community centre movement is to arouse and inform the people, to enable each individual to play his part intelligently in the commonwealth. The community forum is a school for citizenship. There should be a place available in each community where the ratepayers can meet in comfort and discuss among themselves their common interests and devise methods of helpful co-operation for the accomplishment of their common aims. They can meet in the community forum for the courteous and orderly discussion of all questions which concern their common welfare, such topics as the public health, the method of raising and spending public funds, etc. They should also have a social centre where the old folk and the young folk can come together in a friendly way as neighbors on terms of democratic equality. (Cheers.)

There is no place in the community better fitted for the purpose than the schoolhouse. It is nonsectarian and nonpartizan; the property of no individual group or clique, but the common property of all. In the school, all have equal rights and all are equally at home. There are hundreds of districts in this province where the homes are far apart, where life is lonely and the winter all too drear; there are districts where crop failures and other drawbacks have produced a feeling of depression and coloured the whole local life; there are areas where the population is of mixed nationality, and where the different groups do not associate together as they should. The community centre will stimulate new interests and bring the people together socially, and will draw out their best qualities and make life brighter and more cheerful for all. If the teachers were made secretaries of community centres, were given an all year around job, and were compensated for the additional work at a living wage, it would mean a better type of teacher and a better type of school. (Applause.)

The school can be used at night for the purpose of promoting community singing. One of the greatest drawbacks on the prairie is the lack of opportunity for the musical development of our children, especially in country districts. How many of the younger generation and of the strangers within our gates know much about the fine old folk songs with which most of us have been familiar since childhood days. There is hardly a district in the Province which has not some person with musical ability. Why not have one night a week where everybody in the district can get together in the school auditorium and join heartily and with fervour in the singing of our great national patriotic songs such as "Oh Canada," "The Maple Leaf for Ever", "Killarney", "Loch Lomond" and all the other popular and patriotic airs? What will do more to

create a love for this country and to kindle the fires of patriotism in our young Canadians, both of our own land and of alien birth, than to have them join lustily in the singing of such verses as "Oh, Canada, we stand on guard for thee"? (Cheers) You need only start the singing school in the country district and you will soon have a full attendance every singing night during the winter season. At the present time, the equipment of many schools does not lend itself to this class of work; we will have to build better schools and equip them with this end in view.

Another way in which we may assist in improving the condition of our people is by the establishment of libraries throughout the Province. The library should be more fully recognized as a part of education and should occupy a more important place in the educational system of the country. In thirty-six States of the American Union they have library commissions, chosen for the promotion and establishment of libraries in small communities. These commissions are appointed and fostered by the State as an effective means of supplementing the public schools and affording an opportunity for self-education. I heartily endorse the words of Professor Wilson of the Saskatchewan University, who in an address before the Saskatchewan Educational Association, said:

"The boy who has learned to read in the public school and has settled to work on the farm at fifteen may, by means of a hundred selected books, extend the walls of his farm cottage to the dimensions of the world. In a true democracy, this is a primary birthright of every boy and girl, whether in the country or the city a right to the avenues of that knowledge which will enlarge his life at its soul and centre. To provide the means for this larger life of the mind and spirit is the primary function of any sound system of education."

We have splendid public libraries in many of the cities, towns and villages of Saskatchewan. Why cannot public libraries be established in every school district in the Province and housed in the schools for the permanent benefit and the broader culture of the masses of the people? In the winter of 1914-1915, our Provincial Government inaugurated a travelling library system in Saskatchewan which organization has grown until now there are nearly two hundred and fifty small libraries of fifty books each circulating in the rural districts of the Province. These libraries have helped to pass the long winter evenings, and have brought joy and sunshine to many a lonely cottage on the prairie. The Province of Alberta has adopted a different system. School libraries have been formed under the direct supervision of the School Libraries Branch of the Department of Education. In 1913 their Act was amended so as to enable the Department to send books to the school districts in lieu of the money grant formerly paid to each district meeting the requirement of the law. The maximum sum which can be paid for library grants is fifteen cents per day. The books are carefully selected by the Department which buys them in large numbers and can therefore supply them to the school districts at reasonable figures. Under a plan which has recently been adopted in Alberta

each new school district as soon as it has a permanent secretary is entitled to an initial grant of books to the value of \$15.00, to form the nucleus of a library. Thereafter regular additions are made annually by the Educational Department as the library grants are earned. In Alberta, the Library Branch is considered as one of the most important of the activities of the Department of Education. In five years more than a half million books have been placed in the school libraries of Alberta, at a cost of nearly two hundred thousand dollars. I would respectfully suggest to our Government that a similar system be adopted in Saskatchewan. (Hear! Hear!)

One of the reasons why the country boy often moves to the city is that there is not sufficient opportunity in the country for recreation and athletic sports. The school play grounds are too small; there are practically no athletic fields in the rural districts where regular games of football, lacrosse, cricket, baseball, and even tennis can be played. Why not have the school grounds larger while the land is comparatively cheap, so that they may be used as athletic fields by the pupils and the grown up young men in the district? It can best develop the boys and girls and get the most out of them. If we allow the young people of our countryside to lose the love of wholesome play or neglect to give them opportunities to acquire ability to play well and to play fair, we run a risk of losing the thing itself which we esteem as one of the best traits in British character and one of the finest results of British education—the love of fair play. (Cheers.) A regular series of rural athletic leagues throughout Saskatchewan will create a healthy interest in sport: would help to make life more enjoyable for the farmer's son and for the farmer himself and all the members of the family. Such athletic fields are possible in connection with consolidated schools. (Applause.)

To bring about this condition of affairs, it is in my opinion advisable to make a change in the size of our administrative area by abolishing the small school board and establishing municipal school boards over all the Province. This would afford a much greater opportunity for consolidation. Experience in the United States and elsewhere has shown that consolidation has made greater progress in the States where they have abandoned the district unit. The Trustees' Association has a splendid opportunity to arouse a strong campaign of education among the ratepayers with this important reform in view.

As a people we are rapidly becoming wealthy. Possessing as we do the largest tract of rich wheatgrowing lands in the world, we are bound in increase in material wealth, but wealth does not make a province or a people; "Man does not live by bread alone" so says the Sacred Writ.

"Ill fares the land to hastening ills a prey,
Where wealth accumulates, and men decay."

(Applause.) We should learn to recognize that wisdom is better than wheat, that character is better than cash, that manhood is better than money. (Loud and prolonged applause.) At the same time we should not depise material things; we should recognize that money is a means, not an end; we should realize that the material

property of our people depends upon the quality of our brains, and in the last analysis upon the excellence of our schools. (Cheers).

In a public statement recently issued by Mr. Ball, Deputy Minister of Education for Saskatchewan, we are advised that the intellectual cream of the Province is being lost to our schools, that only prompt action on the part of those responsible for fixing the salaries of teachers in this Province can stop the present flow of the best material from the teaching profession into other and more lucrative occupations. I quote from Mr. Ball's statement:

"The Government can do practically nothing to relieve the situation. It does not determine the salaries of the teachers in the Province, and it can influence them only by impressing upon the school trustees who fix the salaries that they should be made sufficient to attract and retain the services of thoroughly qualified men and women."

I wish to close my address in the words of Inspector A. Willows, of Manitoba, who, in pleading before the Manitoba School Trustees' Association for an increase in the teachers' salaries said: "Ladies and Gentlemen, if you honestly believe that the teaching profession is a noble and important profession, that it is the noblest of all professions, if you expect your teachers to perform their duties faithfully and conscientiously, if you expect them to build, mould and guide the destinies of this rising young nation, if you expect them to bring out of this conglomeration of races who have made this country their home, a strong virile and patriotic nation of Canadians if you expect them to do all or even half of what our present programme of studies calls for, then in the name of everything that we hold sacred in our national life, in the name of everything that we hope this Canada of ours to become in the future, I appeal to you to deal more generously with the teachers and relieve them of their present financial worries and embarrassments."

Will the Trustees of Saskatchewan prove equal to the task? I urge you in the words which I have chosen as my text—Lead on, Saskatchewan, Lead on. (Loud and prolonged applause).

MOVED by Rev. A. J. Lewis,

SECONDED by Mr. F. W. Anderson,

That a very hearty vote of thanks be given to Mr. Bryant for his address

Carried with tremendous applause, followed by the singing of, "For he's a Jolly Good Fellow."

Mr. Bryant:

I have been requested to announce by the Committee in charge of the billeting arrangements that they have an ample supply of rooms for all delegates, and that the offices of the Board of Trade will be open continuously until all delegates have been provided with accommodation. We would like every delegate to register in the Registration Room not later than the opening of this afternoon's session.

The next item on the programme is a Round Table Talk on "Consolidated Schools and Municipal School Boards". Leader A. W. Cooks, B. Sc., Inspector in charge of School District Organization, and discussion thereon.

Mr. A. W. Cooks, B. Sc.,

Mr. President, Ladies and Gentlemen: The subjects which I am privileged to introduce for your consideration are, if not the most important, possibly as fundamentally important as any of those with which you will deal in your efforts to solve what is commonly known as our rural school problem. For this reason apart from all others, I greatly appreciate the honour you have paid me by giving me the opportunity to speak to such a representative gathering of School Trustees on the subjects of Consolidation of Schools and Municipal School Districts.

May I begin by directing your attention to a few facts culled from the reports of the Department of Education and Dr. Foght's report on our educational system.

1. Of all the pupils in our rural schools about 70% are one or more years behind their normal grading; only about 22% are in grades above Grade IV; and only about 17% of those between the ages of fourteen and fifteen have reached their normal grade, which is Grade VIII.

2. The average number of days in the year a rural pupil attends school is slightly less than 100.

3. The average salary paid by rural districts in 1918 to male teachers holding permit or provisional certificates, that is, to unqualified teachers, was exactly the same as that paid to male teachers holding First Class professional certificates.

Now, how are such facts to be interpreted? Surely they indicate a condition which cannot be regarded as satisfactory. But it is only fair to state that the condition is not peculiar to Saskatchewan. Similar statements could be made respecting the schools in any sparsely settled country where the small district unit prevails. As a pioneer unit of organization the small rural districts have given good service. We still have in this Province scores of one-roomed rural schools which, with efficient teachers and capable management by trustees, are giving exceedingly satisfactory results. But this merely emphasizes the fact that hundreds of others must be operating very unsatisfactorily to produce such average statistics as I have quoted. In those portions of the Province which have passed from the pioneering stage, where good graded roads have been substituted for prairie trails, where the modern farm house has taken the place of the log or sod shack and where the automobile and the telephone are in common use, there the existence of the one-roomed rural school indicates that the development of the educational system has not kept pace with the more material progress of the community. In such parts our people are beginning to demand a more efficient, up-to-date and less extravagant system. It is the duty of the Trustees as well as of all those entrusted with the administration of educational affairs to attempt to meet that demand.

Many practical difficulties will be encountered but if we keep ever before us the needs and welfare of the children as well as the future of our country most of those will be comparatively easily overcome. (Applause.)

Many solutions of the problem are suggested. One of these, which has been largely adopted in the United States and to a less degree in the Western Provinces of Canada, is the consolidation of school districts. The large number of applications for consolidation which have reached the Department during the last three or four months is evidence of the great interest now being taken in the subject. There are in the Province twenty-nine of these districts. Four which were organized reverted to their original status before commencing to operate as consolidated districts.

The term "Consolidated School District" is generally understood to apply to a district has been formed by the amalgamation of two or more districts. In Saskatchewan, however, this is not always the case. The school laws of our Province do not use the word "consolidated". Since 1913 The School Act has contained provisions whereby a School district could be organized to include thirty-six square miles or more of territory, and has further provided that in such a district the children of resident ratepayers living more than one and a half miles from the school should be conveyed to and from school at the expense of the district. Such a district, whether formed from unorganized territory, or by the extension of the boundaries of an existing district, or by the amalgamation of two or more districts, is commonly known in this Province as a consolidated school district. The law requires that the application for the organization of such a district shall be submitted to the Minister for his approval and it has been the general practice of the Department of Education to refer the proposal to a vote of the ratepayers before the Minister's decision is given. In addition to the regular grants calculated according to the number of teachers employed. The school Grants Act provides for a special grant which must exceed one-third the actual amount spent for conveyance.

Consolidation offers one solution to the great difficulty which we experience in this Province in providing efficient, up-to-date educational facilities for the children of the rural districts. The advantages of the consolidated school district as compared with the average small rural district are well known to you and I will therefor enumerate merely a few of them.

1. Fewer and better teachers.
2. Better classification of pupils and, hence, better work.
3. Improved attendance. For example—Cupar School District.

| | |
|---|------|
| In 1913 before consolidation percentage attendance was | 44.3 |
| In 1913 1st year of consolidation percentage attendance was | 59.6 |
| In 1914 2nd year of consolidation percentage attendance was | 68.4 |
| In 1915 3rd year of consolidation percentage attendance was | 82.7 |
| In 1916 4th year of consolidation percentage attendance was | 86.8 |

4. It provides the rural child with educational opportunities more nearly equal to those of the urban child.

5. A better school plant, which tends to encourage social and community enterprise.

6. Better administration by trustees because of the greater responsibilities.

7. Taxation is equalised over a greater area.

These and other benefits derived from consolidation are obvious to any who have studied the subject.

The disadvantages are mainly those due to the expense and the difficulties of conveyance. The extra expense to the ratepayers is represented by the cost of conveyance, or, at least, two-thirds of this as one-third is paid by the Government, less any amount which may be saved because of fewer teachers being employed and one building instead of several being used. At the present time the cost of conveyance in many cases is proving very great. Generally speaking the larger the district, the greater is the distance over which the children have to be conveyed and hence the greater is this cost. It is only to be expected that the owner of much land who has no children to be educated will oppose this extra taxation while the parent of children who have to travel two, three or more miles to school will welcome the assistance afforded him by the district as a whole. Other objections to the conveyance system are due to unsatisfactory roads, the long distances to be travelled by pupils living near the boundaries of the district and unreliable van drivers.

There is no doubt that in those portions of the Province where our citizens periodically suffer from poor crops and hence find it next to impossible to pay their ordinary taxes the system is too expensive.

In other parts, however, where the people are well able to afford the extra expense and the geographical conditions of the country make it possible to determine the boundaries of the district so that all the children can be conveyed in comfort without being on the road too long, the system undoubtedly provides a more efficient and satisfactory method of education for the children.

A few comparisons with regard to certain features of consolidation in the different States and Provinces may be of interest to you:

The average size of a rural school district in Saskatchewan is 20 sections.

The average size of a consolidated school district in Minnesota is 35 sections.

The average size of a consolidated school district in Manitoba is 42 1-2 sections.

The average size of a consolidated school district in Saskatchewan is 50 1-2 sections.

| Average length of of van route | Average cost of transportation per child per annum. |
|-----------------------------------|--|
| Minnesota about 4 1-2 miles | about \$40.00 |
| Manitoba about 6 1-2 miles | about \$60.00 |
| Saskatchewan about 9 miles | about \$80.00 |

These figures indicate why consolidation has not been more largely adopted in our Province.

It is of little avail to consolidate schools for country people if the mere gathering together of children is the end of the reform. If consolidation is not done well it had better not be done at all, if consolidation in Saskatchewan means merely merging a number of small schools into a large one and providing the new school with the traditional town or city course of study it is doubtful if it is worth while. The consolidated school should be a school for the rural community. Its course of study should offer the broadest general culture but at the same time its activities should reach beyond the four walls of the class room and provide educational opportunities for all the people of the community. Its activities should be determined by the actual educational needs of the district and not by any hard and fast set of regulations or course of study. The school should be the social and community centre. It should offer social and recreative attractions which will successfully compete with those of the city. It should be the centre for extension courses, social gatherings, boys' and girls' clubs, grain growers' meetings, home-makers' clubs, etc., (Applause).

If any of you are thinking of consolidation for your districts I would advise you to take time to go into the question most thoroughly. The ratepayers should understand exactly what it means. Unfortunately, those who take the initiative are often looked upon with suspicion. Sometimes when the people of a village or town commence to talk consolidation the rural ratepayers accuse them of trying to force them to help pay for a good school in the village or town. On the other hand, if the proposal arises from the rural districts, the people of the village or town occasionally consider they are being asked to pay for the conveyance of the rural children to school. The general educational advantages in both cases are overlooked. In every case it would be advisable for a representative committee to be appointed to outline the proposal in all its details. A careful estimate of the cost should be made. The people usually want to know what the taxes per quarter section will amount to. The committee should submit their report to the ratepayers and modify the proposal as necessary. When it has been approved by a majority of the ratepayers a definite application should be made to the Department.

It is quite apparent that a wholesale scheme of consolidation for the whole of the Province would be impracticable and unwise. Even Dr. Foght, an ardent enthusiast, merely recommends it at strategic points. When a consolidated district is once organized its success depends upon a very large extent to the businesslike management of the Board of Trustees. It sometimes happens that the business ability, energy and tact of one member of the board is solely responsible for the success of the undertaking, whereas in the same case the weakness and indifference of all three members would render the scheme unworkable. More than any other form of school organization the consolidated school district demands capable and efficient trustees.

One or two applications have been received asking for the organization of all the territory of a rural municipality into one school

district. These could not be approved as it would obviously be impracticable to convey all the children to one central school, and the law gives the Minister power to organize a school district with thirty-six sections or more only for the purpose of conveying the children to a central school. The municipal school district is advocated by many who think it affords a solution to many of our problems. It is claimed that a more efficient Board of Trustees could be obtained in a larger unit. This is undoubtedly true. The best men and women in a locality would be willing to serve the public as trustees because the responsibilities and opportunities of office would be so much greater. If a board of five in the City of Regina can attend to the educational requirements of five thousand children, surely the same sized board could manage the affairs of twenty or thirty rural districts, providing for about six hundred children. One trustee for every eight children is unnecessary, to say the least. Then more self-government in school affairs could be allowed the more capable and responsible local authorities, and consequently opportunities would be afforded for the development of necessary reforms suited to the locality. Our present system is not sufficiently elastic, but more rule home providing for more initiative in types, etc., would be disastrous unless the administration of the local unit were in the hands of thoroughly capable and responsible persons who could safely be entrusted with more power. Better and more efficient teachers and officers would be employed, and, incidentally, probably better paid, which would tend to attract more young people to make teaching their life profession. The larger unit could appoint a superintendent of schools to give expert supervision and assistance to all the teachers at frequent intervals. This would make so much inspection by Government Inspectors unnecessary and would be of more value to the teachers and pupils. The consolidation and association of schools could be more easily effected wherever necessary. The provision of High School facilities for the rural children would follow. Taxation would be more evenly distributed over the whole area. This would render unnecessary the all too frequent changes in boundaries and would bring all lands, whether included in a school district or not, under taxation for school purposes. There are a few difficulties in the way of the establishment of such large units, but none, I believe, which cannot be overcome. (Applause). The large unit is proving generally satisfactory in the States and in some Provinces of Canada. Why should it not be equally satisfactory in Saskatchewan? Manitoba has adopted the municipal unit and the organization of municipal school districts is now permissible in that Province. We may find a county unit more satisfactory than one whose boundaries are coincident with those of the municipality. Our municipal boundaries appear to take practically no notice of the physical features of the country, and for many reasons a unit which would provide for about one thousand rural children might be preferable.

We appear to have in this Province the maximum of central control with the maximum of local authority—two extremes with no intermediate connecting link. This renders certain phases of the system very rigid and others very unstable. Is it necessary or wise that the Department of Education should prescribe for all the schools in the Province, practically irrespective of various local conditions and needs, the same text books, the same course of study and regulations, that the Department should have absolute control of the

training and certification of teachers, that the Department should be expected to check up all the details or operation of 4300 school districts covering an area several times larger than that of Great Britain, and that it should even control such details as to prescribe what library books may or may not be purchased by a Board of Trustees? Surely it is time that a great deal of this work was taken from the Department and given to some local authority. At the same time the small district board would have to be willing to relinquish much of its control to this proposed intermediate local authority. I think we shall find what is known as the county system the most suitable for our requirements. In some cases, for example, the cities, the boundaries of the county would coincide with those of the municipality, but in others the county would cover two or three rural and a few village and town municipalities. If the small districts object to giving up entirely their control to the county board it would be possible for the three trustees to remain as local managers to carry out the policies approved by the county board.

Suppose the Province were divided into about one hundred counties. The Department would then deal directly with one hundred local authorities instead of with 4300. Each unit would control about forty districts, except in the case of cities, which would be counties in themselves. A superintendent of schools would watch over forty districts and make recommendations and reports to the county board from time to time. Only a little thought on the subject is needed to convince one of the many advantages which the county system would have over the present arrangement.

Both the local board of trustees and the Department of Education must be willing to surrender to the county board a good part of their controlling authority. As far as the Department is concerned, I feel safe in saying it would be only too pleased to be relieved of much of its control and detailed work. Are the trustees willing to give up some of their authority to a larger board? That is one of the questions which you have to answer.

I thank you for listening with such patience to my few remarks and I hope now to hear the opinions of many in the audience on the subjects which I have so inadequately outlined. If you have any questions to ask I shall be only too pleased to attempt to answer them with the permission of the Chairman. (Applause).

Chairman:

Mr. James Sharp, of Moosomin, who is connected with the High School Board there, thinks that the High School delegates ought to have a meeting by themselves during some part of the convention to discuss the problem of the High School, so, if you will meet in the Hall a few minutes before two, you can get together and arrange things for yourselves.

**AFTERNOON SESSION
WEDNESDAY 25th FEBRUARY, 1920.**

Chairman:

I have been asked by Principal Graham to convey to the Trustees a cordial invitation to visit Moose Jaw College during their visit to the City. The buildings are situated on the south-east side

of the city, and you will be welcome at any time of the day or evening.

The minutes of the morning session were read by the Rev. A. J. Lewis, duly approved and declared correct.

Chairman:

On the programme we have an item called "The Report of the Secretary Treasurer." The Secretary Treasurer is busy registering the delegates. On the last page of the Report issued by the executive and sent to every School District in the Province, is a financial statement as of September 5th, 1919, audited and certified correct.

It was duly moved and seconded that the Report
as printed be adopted as read.

Carried unanimously.

Chairman:

If there is any report to make later, we will have it at a later part of the convention.

We have now come to 2.15 exactly.

Round Table Talk, "The Rural Education Asssocation and Its Work"

by

Fred W. Bates, B.A.

Director of Rural Education Association, and discussion thereon.

Mr. Bates:

Mr. President, and Members of the Saskatchewan Trustees' Association, I wish to state in the beginning that I have a kindly feeling for this Association because of certain kind treatment you gave me last year when I appeared before you somewhat weakened after an attack of "Flu". You will notice on the programme that this is a Round Table Talk. I didn't expect to be set up in one corner of the building; I like to get down on the level with other folks, or as nearly on the level as nature will permit me. (Laughter)

There are certain problems that are facing us as Trustees to-day and as teachers, and chief, probably, among those problems is how to best come to understand the work that we want to do in the schools, and to understand the work that we are attempting to do in the schools. All too frequently our idea of the work in the school is determined or based upon the report coming through the children. Those of you who have had difficulty in your School District know that a large prcentage, of the difficulty between parents and teachers

has come through the report of doings in the school brought home by children. Now, children are adept at understanding whether people are trying to do things correctly or not; but they are not always competent judges of what should be done for them. That is, we wouldn't necessarily take the judgment of the child as to the best way of teaching certain problems in arithmetic. Knowing this, there have arisen all over this Continent types of organization whose purpose has been, whose main reason for coming into being has been, to afford teachers and parents an opportunity of getting together. One form of this organization has spread through Ontario until now they have a paid Secretary who stands behind them. I think they call it "The Home and School Association". Another form has taken root in British Columbia. It is there most frequently known as "The Parent-Teacher Association". We have all these organizations under various names for the purpose of bringing parents and teachers together in a sort of common round table talk so that the parent may understand what the teacher is trying to do, and so that the teacher may, too, understand the desires and wishes of the parent better. That is one thing that is taking place; it is a movement. We have isolated events; we have things starting up here and there; they are things in themselves, without any relation to each other. But then, again, we have "movements". We have various things starting up under different forms, but all animated by the same spirit. This movement has been all over this North American Continent. Another movement has been the School Fair movement. I like to call our form of that here in Saskatchewan the "School Exhibition" for the very definite reason that our form in Saskatchewan is different from the form we find in other Provinces. It is approached from a slightly different viewpoint or angle. In Saskatchewan we have started with the school; in other Provinces we started with the children, whether they were in school or not, undertaking to do something for them. In Saskatchewan we have started out to lay bare the workings of the school, and incidentally, alongside of that, to give the boys and girls something other than what they are expected to do in school, and relieve the farm life.

Just here I would like to give you certain figures to show the development of this movement here in Saskatchewan, and, by the way, the same covers the movement in Manitoba and Ontario.

The first school Exhibition took place in Saskatchewan in the Fall of 1909, ten years ago last Fall. The next year there were two. We have no statistics for the interval in between, but we come down to 1914, and we find fourteen reported that year. What had been happening? This matter had been discussed in Trustees' Conventions, in Teachers' Conventions, in Agricultural Societies, the effect of the development of the movement south of the line, on Ontario and Manitoba, was filtering through, and here and there we had groups of people discussing it, wanting to do something for the boys and girls. And so we find ourselves in the year 1914 with fourteen Exhibitions, but in 1915 there were forty two! We come right then, after the first five years, to a distinct step forward in this movement. The first five years were a time of education and discussion and thereafter we have a time of great activity.

| | | |
|-----------------|-----|-------------|
| 1915..... | 42 | Exhibitions |
| 1916..... | 84 | " |
| 1917..... | 129 | " |
| 1918..... | 175 | " |
| Last year | 210 | " |

roughly speaking. There may have been one or two more or less. This year already over thirty points have organized that have never before held Exhibitions, and we are anticipating that next Fall we will have two hundred and fifty School Exhibitions in Saskatchewan. Now, there is a movement! (Loud Applause.)

Now when we go back to the work in 1915, in discussing it, it was perfectly evident that unless some sort of plan or policy be adopted we would soon have confusion. The reason was this, that we found here a group of teachers interested, over yonder the School Inspector managed to get the Trustees interested, at another point it was the Grain Growers' and another place the Agricultural Society or the Homemakers' Clubs, and individuals here and there, so that it would look, if the development kept on and all the Grain Growers locally were holding Exhibitions, School Exhibitions, and all the Home Makers Clubs were to hold School Exhibitions, and then the Agricultural Society, and the Trustees got interested, we would have quite a time in Saskatchewan. It seemed better therefore to simplify it and form an organization in which each of these group organizations might have their part. Out of that discussion, out of that need, arose what is known as "The Rural Education Association," the topic that I will discuss to-day.

Before going any further, however, I would like to point out that there is another movement of which we are right in the midst. It goes under different names, but it has the same purpose. It is called the "Community Club Movement" in some parts. Yet again we hear of it as "The Community Centre Movement". In some other places it is called "Community Service". It grew out of this feeling that we are over-organized, and yet, with all the organization that we have, there is no one organization that will speak for the community as a whole. Those who have come to think of the community, rather than of the group to which they belong, feel this need. No matter how interested I may be in my little group, when I think of that community I recognize that I belong to the group, and that the group does not speak for the community. Out of the endeavour to find a solution for this, as one writer in the States has said, it seemed that the cure for too much organization was still further organization, and the Community Club has developed an Association, not so much a new thing, but as an Association of the organized groups in the community, not a new organization, but an Association, a getting together of all the groups through their representatives. If we have learned anything at all we have come to see that we have only one community institution in the present day. Now, I am not sure whether you get the idea in that or not. Have you thought of it, men and women? We speak of the Church,—and we do not deprecate it's power and influence, and the possibilities it has and we believe in it as shown by the recent Forward Movement that has taken place. But the Church does not represent the community, we are sorry to say, except in very few cases. Much as we would like to think of it as a community organization, it is not. The school is the one community institution to-day, and so, when we talk of a community organization, it must centre round the school, and in this community movement one of the aims is the development of the school as a community centre. Now, you know conditions in this Western country, and you know we can talk until we are black in the face and we cannot make schools community centres because people do not go there.

Now, in connection with the Rural Education Association, those who had to do with it in the beginning, and have had to do with it all along the line, have tried to sum up in it all these three movements bringing together all the various groups in an organized association that will speak for the community. That is the character of the Rural Education Association. Now, as to its growth, the first Associations were formed in 1916. In 1917 all but seven of the thirty-eight formed in 1916 re-organized and carried on some form of work, and some twenty odd new organizations were formed that year. In 1918, seven or eight dropped out again of the total of fifty-seven who had finished the previous year, and enough more came on, new organizations, to close up the year with about eighty-five or so. This year that has passed, 1919, has been the best year in the district of the Rural Education Association Movement. Thirty-eight new organizations were formed. Of the eighty odd already in existence, only seven dropped out, whereas in the first year seven dropped out of thirty-eight. This year seven dropped out of eighty odd, and three of those old ones who had become tired and had a year or two to rest, came back into the work, so that we closed the year 1919 with one hundred and sixteen organizations, and since that there have been about ten formed, so that to-day we have about one hundred and twenty-five Rural Education Associations in the Province of Saskatchewan. (Applause). Where do we find there? In certain cases the Municipality is the community organization, but most recently we find the central composed of a trading group, a group of school districts that come into a common centre for every purpose, constitutes the unit of organization. We have a Rural Education Association, for instance, at Rouleau, that takes in, perhaps, ten or fifteen schools contiguous to Rouleau. The organization has a simple executive and Board of Directors. The Board of Directors consists of a representative from each school district, and a representative from every other organization in the community which affiliated with the Association.

The Community Club as organized in Manitoba and across the line, asks for a representative from every organization in the community. The Rural Association starts with the school, asks for a representative from each school, and in addition every other organized unit in the community. What are those doing? They are carrying on School Exhibitions, they are carrying on boys' and girls' club work, they are carrying on community programme. Many of them have secured Lanterns and we are sending out slides free to these, only asking them to pay the express on the slides when sending them back. One point has taken over the responsibility of The Chautauqua for this next Summer. Out of the sum of it all we find that the Rural Educational Association, while not any one is doing all of these, yet these Associations are taking the responsibility for the community, especially that which centres round the boys and girls of our communities and of our Province. And I bespeak from you your support, as I know we have had it, to this movement, but we want you to understand it, and there is going to be time for you to ask questions, if you have questions to ask regarding it.

In conclusion I would like to say this, men and women. The problem of education in Saskatchewan is the problem of rural education. We can leave these towns and cities to shift for themselves and they may not make a very good fist of it, but we can let them

go. (Laughter.) If we can get the work done well in the rural district there will be no danger to the educational work in Saskatchewan. I would like to point out a few things that arise from a study of the Department of Education report of 1918. Our centres, as you know are grouped in four groups, the rural, village, town and city, and then the high schools. When we take the total enrolment we have a total of one hundred and fifty one. Of these fifty-eight per cent are in the rural schools, sixteen per cent attending village schools, and I think we may fairly say that the village schools are pretty close to being rural schools. If we add these two together, we have seventy-four per cent in the village and rural schools, and if we get that seventy-four per cent well looked after we have gone a long way towards the development of a proper and efficient education all work for the young of our Province. Now, when we think that the Rural Education Association is an attempt to bring every element of the community into line with the Forward Movement in rural education, we must realize that the school is the centre, the school trustee and the teacher are the core of the work. I thank you. (Loud Applause.)

A Member:

Mr. Chairman, I would like to ask Mr. Bates what relationship exists between the Rural Association and the School Fair. Is the Rural Association responsible for the carrying out of the programme of the School Fair?

Mr. Bates:

That depends on the history of the development in the case. In one point in this Province the Agricultural Society took the initiative in carrying on the School Exhibition. The Rural Education Association has taken the stand that it's business is to see that the school is properly interpreted, but to say to the Agricultural Society, "Now you, as an organization, are doing this work well; we will stand behind you." Usually the work of the Rural Education Association is managed by committees, and one of the Committees is the School Exhibition Committee.

A Visitor:

Is there any grant from the Department of Agriculture to the School District holding School Fairs, and in what way can they secure it?

Mr. Bates:

There is a grant given to Agricultural Societies by the Department of Agriculture for carrying on the work of their Society, but there is no grant given in the Province of Saskatchewan to the School Exhibition, as such. Municipal Councils and all other organizations assist in it, but there is no grant from the Department of Education. In other Provinces of Canada this work has been subsidized very largely and very heavily. In Saskatchewan we may have as many exhibitions or more, and as many pupils or more, proportionally than the other Provinces, and it has been financed locally. I think that is a great deal to our credit.

We are always in the market
for the purchase of

GOVERNMENT
MUNICIPAL
SCHOOL AND
TELEPHONE
DEBENTURES



*Write us for
Quotations*



W. L. McKINNON & CO.

Canada Life Building

REGINA, SASK.

HEAD OFFICE: TORONTO, ONT.

Storey & Van Egmond ARCHITECTS



School Building a Specialty

McCallum Hill
Building

REGINA
Canada

CLEMESHA & PORTNALL

Architects

Suite 10 Credit Foncier Block

REGINA - - - - SASK.

Telephone 7171

A Member:

I would like to ask Mr. Bates to explain the reason of the failure of the School Fair in the Wolseley District last year.

Mr. Bates:

I would prefer to give the answer to that question directly to the people involved. (Laughter). I think I know the reason, we can say it without any embarrassment, that it was lack of understanding on the part of those who should have understood, lack of understanding the real meaning of the work, and one at least—and perhaps two or three schools—just outside Wolseley felt the value of the School Exhibition, and they went along and did the work without Wolseley last year. (Laughter, and “Hear, Hear.”)

Chairman:

Now is the time to get all explanations. The Officials of the Government are here, and they will explain any point, which may save one or two hundred letters to the Government. If any delegate wishes any information pertaining to this Department in regard to the activities of the Government, now is the time to get up and ask the question.

A Member:

Is it advisable after holding local School Fairs, to hold a central School Fair, covering, possibly, eight or nine locals?

Mr. Bates:

In regard to that, it depends altogether upon what we might call local inspectoral conditions. The central School Fair has proven to be a very excellent thing in certain inspectorates. I would not venture to say, out of an experience of five years, that it has proved so in all inspectorates. I suppose in ten of the inspectorates all the schools are linked up. The school district has the option of joining with one or other of these local centres. Then the winners from the local centres go to the central Fair, and in that way the best work is determined by the judges covering the whole inspectorate. The local fair has this value, that it gives the parent the opportunity to see what the children are doing. I like to emphasize the local fair particularly but the central fair has its place and is doing a valuable work in many cases.

Mrs. Robertson, of Dinsmore:

I would like to ask Mr. Bates to explain the working of the Boys' and Girls' Clubs, if the Rural Education Association helps them, and if the Government helps these clubs.

Mr. Bates:

This is directed from the Extension Department of the University. The man in charge of the work is Mr. John Baynor. Mr. Raynor and members of the Department of Agriculture and Education have arrived at the opinion that the Rural Education As-

sociation is the best organization under which to carry on the Boys' and Girls' Clubs, I think the club is comprised of boys and girls grouped together for a definite agricultural purpose. Now, that club is organized usually where there is a Rural Education Association, under a committee of the Association, but once organized, the club, as such, looks for its direction in its work to the Agricultural Committee. Now, the assistance given there is instructions as to feeding; assistance, possibly during the summer, by visitors coming and talking to the club. As far as possible that is done, and then assistance in judging the products at the Exhibition, which is usually done at the time of the School Exhibition.

Mr. Robertson, of Biggar:

Mr. Chairman, in relation to the central fair, could Mr. Bates give us any idea how to finance it?

Mr. Bates:

In this case there has not been a complete organization of the inspectorates, as in some other inspectorates. In Elbow Inspectorate this year there is a complete organization for the Central, and they ask each local to contribute \$20.00 for the Central. In Yorkton Central they ask for a contribution from each of the locals, and they charge fifty cents to the adults attending the meetings where the contests are held, and they usually get enough money, along with these contributions to the local, to meet the expense. In Balcarres Central they also financed it through contributions from the local organizations.

A Member:

Can Mr. Bates tell me how to make it a handicap so that the rural schools will be able to win against the village children? In the village schools they go up to seventeen, whereas in the rural schools they go up to thirteen and fourteen only.

Mr. Bates:

There are two methods developed to obviate that, one is to have contests for rural schools, and contests for town and village schools. Personally, I don't like the division. My experience is that the rural schools carry off more than their share of prizes. (Laughter.)

Mr. Wells, of Waldie:

We organized a fair last year, and they had a programme, and each school was assessed \$12.00, and that paid for all prizes and expenses and the rural schools got as many prizes as the Waldie school, in fact they came out quite as good, or a little better.

Mr. Bates:

And that was the first school fair at Waldie?

Mr. Wells:

Yes.

ORDER THE

SPORTING GOODS

for the Schools from us.
We have complete equipment
of the best make.

Footballs
Tennis Goods
Baseball and
Hockey Equipment
Playground Swings
Etc.

**Wood Hardware
and Sporting Goods Co.**

1911 Eleventh Avenue REGINA
opposite City Hall

Harness

Saddles

Trunks, Bags

Fancy Leather
Goods

FRANK R. WOOD

1913 Eleventh Ave., Regina

REGINA, Sask., Sept., 1920.

Mr. Trustee.
Dear Sir:

Than in the training of the men and women of
to-morrow, there is no nobler mission in life.

You, Mr. Trustee, know something of the
appalling handicap under which the child labors
who is suffering from physical defects of any nature.

Among those defects none are more insidious
or far-reaching in their blighting influence than
diseased teeth.

Therefore the conscientious dentist plays an
important role in the welfare of the race and his co-
operation with you should be of great value.

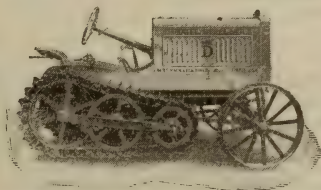
Respectfully yours,

E S. KIRKPATRICK, D.D.S.

Kerr Block, Scarth St.

AN ALL WEATHER, ALL SEASON,
ALL CONDITION TRACTOR
THAT'S THE

Bates Steel Mule



JONES TRACTOR AND IMPLEMENT COMPANY, LTD.

TRACTORS, MACHINERY AND OILS

1625 Broad St.

REGINA

Phone 3546

SCHOOL FURNITURE

CHURCH FURNITURE

SCHOOL DESKS TEACHERS DESKS

WRITE FOR PARTICULARS AND PRICES

Western Church Furniture & Supply Co., Ltd.

2227 Eleventh Avenue Phone 5482 REGINA, Sask.

Mr. Patterson:

In our school last year we won thirty-nine prizes, but we didn't get them! What do you do in a case like that? (Loud laughter.)

A Member:

I have three questions. How would those thinking of starting a Boys' and Girls' Club obtain help, someone to assist them in organizing; what is the nature of the work taken up by the boys and girls, and how are they financed?

Mr. Bates:

Mr. Raynor gives that assistance, or anyone from our Department. If we can possibly arrange to meet you we will give personal attention to assist in the organization of the Boys' and Girls' Clubs. Then we have certain literature dealing with it. There is a manual issued on "The Boys' and Girls' Club", also literature that I have here that illustrated the relationship to this organization. Now, in case you can't get this help, in case you have not it available, if you have any Rural Education Association in your vicinity, two or three of you can get together and start this work. Bring in your school teachers and members of the School Board, and pick out the people that are interested in this work you are going to undertake. Your school teacher will organize the boys and girls in the school group; they elect a leader, and that leader becomes a member of the central committee. It is financed by grants. If it is not done that way, your committee will have no difficulty in getting people interested sufficiently to give you money to assist in this work.

Now, what is the work done? There is the growing of pigs, pig raising is one thing. The boy or girl secures one or two pigs, and feeds these pigs. The organization requires that at the close of the year an exhibition be held, at which these pigs are shown. Also, the boy or girl presents a report of the feeding and care of those pigs, receiving credit for that in competition with other records, as well as receiving credit for the type of pig produced. The same rule applies to the raising of poultry, or calves, or sheep. Some of the banks will loan money on the Boys' or Girls' own notes, without any security. Now you cannot get that done. (Laughter). A boy or girl in Saskatchewan or Manitoba, who is a member of a Boys' or Girls' Club, can borrow the money from the bank on the boy's own note at six per cent. But there is asking in this thing, too! The parent or guardian of that boy or girl must sign an undertaking not to confiscate that property of the child. (Loud laughter).

A Member:

I would like to ask Mr. Bates if it would not be possible for the Department to institute a uniform system of prizes. We discouraged the money prizes, and our problem is to give an adequate prize for the work done. We asked last year if it would be possible for the Department to furnish a medal to which a ribbon could be attached, and have this uniform throughout the Province and I would like to ask Mr. Bates if the Department are making any

effort to secure such a medal. They could get them in bulk, and they would be cheaper that way. Such a medal would be more appreciated than just a ribbon.

Mr. Bates:

I suppose a question like this requires a cautious answer, and the answer to it is, that that matter has been under consideration and is under consideration. This is a question of finance. If the local organizations are prepared to pay for these, and if our experience had not been so, well what shall I say, with the seed proposition, we would undertake this very readily, but we undertook to supply seed a couple or three years ago, and we found difficulty; and if we undertook to do this, we might load ourselves up with a lot of medals. It means making a contract with a firm to supply these if we are going to do it in bulk. If the Associations will get together and ask for these things, and take them off our hands, we will be glad to help them along.

A Member:

I believe the Association here who have thinking along that line would readily promise to place their order by a certain date; then the Department could get the medals in bulk. I mentioned this so that the other Associations could take up the matter.

A Member:

Is there any way of getting the teachers and parents together? Is it possible to have a Friday afternoon "Parents Day" in the school?

Mr. Bates:

That is a very common, method, but this parent-teacher association means more than that, and you can organize it with the Rural Education Association as well as anything else. It is a getting together of the parent and teacher. The teacher talks about her work and tells them why she is doing this particular thing. The parents and the teachers sit down together and talk over the whole matter; they do not talk around amongst each other, and keep away from each other, but get together and talk it over. (Applause.)

Chairman:

Before calling on the next speaker I think we ought to have a song. The next speaker on the programme was to have been Dr. Henry Suzzallo, President of the University of Washington. Dr. Suzzallo advised us about the middle of last week that he had had Influenza and specialists had forbidden him to speak on account of throat complications. We immediately got in touch with Dr. Flint, of Cornell College, Mount Vernon, Iowa, who jumped into the breach. He comes to-day without any opportunity for great preparation for this address, but he came, and we appreciate very much his kindness in coming to help us out. Dr. Flint is a Canadian by birth and a graduate of one of our Canadian Universities. He has gone over to the States and has made good there. I have to-day a wire from the Manitoba School Trustees' Association, where Dr. Flint spoke yesterday. The wire says, "Dr. Flint splendid success". He will speak to us this afternoon on the subject of "Our Objective". He will speak to-night on "Citizenship and the School". I have very great pleasure indeed in calling on Dr. Flint to address you.

ADDRESS by DR. C. W. FLINT

CORNELL COLLEGE, MOUNT VERNON, IOWA

"OUR OBJECTIVE"

Mr. Chairman, I think I am going to like this crowd! I like the way you sing, I like the way you ask questions. There is some snap about this organization which is very impressive. We have no organization of this kind in Iowa. I think this is one of the most promising things I have seen in educational circles for a long time, and certainly Saskatchewan and Manitoba and the Provinces that have this are going to be heard from in the educational world. It is an open secret that the Americans usually speak with reverence of, the Canadian Educational Institutions. I have one thing more to tell them now!

I have come here to sympathize with you this afternoon, and I think you ought to have a little sympathy for me too. You came expecting to hear Dr. Suzzallo and you are disappointed; I have come to be "the goat", to increase your disappointment by being here! Now, I don't know which is the more difficult place to be in, your's or mine!

I am very glad to be here with you to-day, my first opportunity of being in the Province of Saskatchewan, and I am delighted with the occasion which brings me. I am delighted with the crowd I see before me to-day, and the manifestation of progressiveness and development in your school work. I am interested in rural schools and especially in school trustees, in fact, I have had it in for them. In Ontario, I was principal of a two-roomed country school, receiving the magnificent salary of \$350.00 for the first year. (Laughter). They got it up to \$400.00 the second year and I couldn't stay much longer; in fact, we had to live on ox-tail soup and beef tongue to make both ends meet those days. (Laughter.)

I really would like to discuss with you this afternoon the question of consolidation, but I see that is discussed by someone who knows more about it than I. I would like to discuss good roads, but I don't know Saskatchewan problems. I would like to discuss with you the fact that there should be no such thing as economy in rural schools when you are considering the question of making the schools efficient. What the boys and girls shall eat, what they shall wear, and wherewithal they shall be clothed, is not the main question. The main question is the food and clothing for the soul, for the mind, of the boys and girls, and there is no consideration of dollars and cents which should stand between you and the very highest equipment you can procure for the boys and girls of your Province.

Now I have glanced over your programme, and I feel somewhat justified in the subject which I have chosen. I didn't know anything about the size, nor shape, nor the texture of the gathering I was going to address, or whether it would be all men or all women, nor what the rest of the programme would be, and I feel rather satisfied in view of the fact that you are to have several addresses upon the practical problems of your rural schools; I am going to

talk this afternoon not so much upon the method as on the objective you have in view, the objective you have in mind, as trustees for the schools of Saskatchewan. Now, I want to ask you a question this afternoon,—of what are you trustees? Of the grounds and buildings which comprise the school property of your particular district? Yes, that is true. Of the school funds, which are contributed by the Province or collected in the district? Yes, they are placed in your hands in trust. Of the teachers, and their welfare and concern? Yes, they are in your hands also, but it seems to me that you have been placed in trust of something of immensely greater importance. You have placed in your hands the education of Saskatchewan, and therefore you men hold the civilization of this Province in trust. Your position is nothing less than that. (Loud applause). For whom do you work? From whom do you draw your magnificent salary, which consists, I understand, of a jaunt once a year to Moose Jaw, Regina, or Saskatoon? For whom do you labour? For whom do you expend your time and your energy? The Province? Oh, well, in a sense that is true, and for the Dominion also, if you get the larger view. For the people of the School District? Yes. For the teacher? Yes. You are the slave or servant of the teacher, and ought to be! But it seems to me we have not answered the question, for whom you work, yet. You work for **His Majesty, the Canadian boy, and his Queen Consort, the Canadian girl.** Now, if you want to know who is boss, that is the fact, the boys and girls are the bosses of the teachers and the trustees. They are the ones for whom we all work; they are the one for whom the whole system is organized. I am telling you nothing new but I just wanted to remind you of it before we started. What is your object in connection with the boys and girls? What do you want to do for them in the schools? What is your aim for the boy or for the girl? What is the result that you seek to accomplish, which, having done, you will say, "We have succeeded", or, having failed to do you will say, "We have failed"? How do you know whether you have been a success as a trustee or not? What is it you look for in the boys and girls, in the finished product by which you will know if you have succeeded? That is the one question I am asking this afternoon seriously.

First of all, is your idea and your purpose the individual welfare I mean from a commercial or industrial standpoint, of the boy or girl? Do you seek to turn out a successful business man, or a successful homemaker, or something of that kind? Is it the individual welfare that you have in mind? If you are honest I don't know but that you will say "Yes", and I am inclined to think that is one of the main purposes; for if we turn out boys and girls who cannot fill their places in the social and economic life, then we have failed as a school. Success is being defined by a great many people to-day as the ability to accumulate. The idea seems to be that he succeeds most who makes the most money, or gathers together the most land. The popular motto seems to be "I want no little here below; I want it all and quick!" and everybody seems to be after it. (Laughter and applause). You ask what a horse is worth, and a man will calculate the value by what that horse can do; he will take its weight and age, and add up all the good points of the horse in terms of probable service in setting its value. You ask what a man is worth, and you don't expect a reply in terms of what that man can do!

There is a tendency in our school circles to demand that all work shall be strongly practical or vocational, which is only another term for coinable. Many people say, "What use can he make of that when he gets into business"? It should be the understanding that the development of a keen human mind is more than simply putting in a few practical ideas, but that powers of mentality and personality must be developed. (Applause). The pressure is pretty strong in the former direction.

Now, I think you might be pardoned if you have chosen as your main ideal in the running of your school the turning out of boys and girls who can make more money, but I want to ask you fairly now,—if that is the highest ideal that you have? Will you say that you have succeeded as a trustee when you have turned out boys and girls who can make more money than otherwise they would have made? I don't believe that you are willing to say that! You don't look like that kind of folk! I don't think that that is your answer to-day.

Second, some will say, "The standard by which we judge ourselves is whether we turned out good citizens or not", and I am inclined to think that that should be a fairly popular proposition, civic or state welfare as contrasted with individual welfare, which I have just been outlining. Well, now that is a pretty good idea. The most important object entering into the purpose of the school would be the idea of making the boy or girl into a good citizen, because the money that runs the school is paid by citizens, and should therefore be expended for the production of citizens.

Now, schools are absolutely necessary from the standpoint of our national life, indeed they take an absolutely unique place in relation to national life and citizenship; they are absolutely necessary to the unity of the Province, to the unity of any nation. They form the only institution, the only organization, which can directly minister to the unity of national life. Our business relationships put us in rivalry; our social relationships divide us up into groups or cliques; our politics sometimes divide us a little amongst ourselves, and unfortunately our religion seems to be the subject of division sometimes national, sometimes provincial, and sometimes in groups in the localities in which we live. The only institution which can maintain the unity of national life is the public school. In the development, then, of our national life, the public school is the shaping and moulding force, and it alone is the one which directly accomplished the work. Our hope is in the boys and girls, and therefore in the public schools, to bring about consciousness of unity. There is the place you will get the inspiration to patriotism; there is the place where you will store in these heroic days of childhood, the ideal of potential sacrifice for our country. I would that the day were passed when the call to sacrifice in war would be necessary. I am working with all my feeble voice and powers to bring about that result, but I am not so foolish as to stick my head in the sand and say, "The world is all right at the present time", and we have to be reasonably sensible in view of the situation we have in the world just now.

One of the greatest American citizens, whose voice and personality exists now only in memory—Theodore Roosevelt—said, "The

time is not passed when the ideal of potential sacrifice for one's country can be forgotten or abandoned; indeed I question if it can ever be abandoned." Certainly that is true, and however much you and I may long for and strive for the Utopian ideal, there are still some conditions which do not indicate that it has been established. Not yet do the lion and the lamb lie down together; not yet has righteousness covered the earth as the waters cover the mighty deep; still weakness at times needs the protection of heroic strength, and unscrupulous national selfishness needs curbing; and in the present chaos of the world, in the incomplete work that we started out to do a few years ago there is still need of inculcating the necessity for potential sacrifice for great cause; and this is where it must be instilled, if we have it anywhere,—in those who are rising up round about us. (Loud and prolonged applause). I would that the days of peace had their challenge equal to the days of war. I sat back after the war was over and reviewed all the speeches I had made over there, and I reviewed the speeches I had heard other people make, and I remembered the ideals and principles for which we said we fought, and then I thought over the present political situation, and I hung my head in shame, I was sorry that we had not maintained, in the aftermath of war the same noble mindedness and the same high mindedness that we showed to one another in the fields of war. I am not a pessimist in regard to that, but there is such a danger of falling back into the old selfishness, the old competition idea, and the old suspicion which characterized us before the war, and which, for a common purpose, we buried during the war, and placed our shoulders to the wheel as it was necessary at that time. What is needed to-day is something of the spirit of General Sickles of Civil War fame, who was once introduced to an audience as a man "who had given a leg in the service of his country". "I didn't give a leg for my country", said Sickles, "when I entered the service of my country, I gave it my whole body and soul and mind. Everthing I got back was clear gain, and I got back every thing but one leg." I wonder if there is anything in days of peace, anything in the psychology of citizenship anything in the up-building of one's country that can make one feel like that! I do not know but what Professor Jones, of the University of Glasgow, was right. Addressing a great company of students he said to them "Young men and women, you have a greater cause to live and to die for than those who died in the war." Now, no American had a right to say that at that particular time, but he was a Scotsman, and his boys had gone and been buried in France and he had a right to say it. He went on to explain, "They died that they might remove an obstacle to freedom; it is yours to go on and build up that freedom; they simply prepared the way for your work and for your achievement."

I wonder if we could not really put in the minds of the boys and girls the duties of citizenship in that particular way, so that peace would hve its inspiration fully as strong as the inspiration of war. (Applause).

Now, the third suggestion I have to make is this,—important as is the test of citizenship, I think you will agree with me that there is still something higher by which our product has to be tested. I don't know that I will be able to get the idea across to you as the conviction exists in my own mind. I have spoken of individual

welfare; I have spoken of civic or state welfare, and now might I say that I think the highest thing, and the real test, will be in the line of soul welfare, will be in the line of something higher than these things we have referred to. The period during which the boys and girls are placed in trust in your hands is the growing and developing period of the boy and girl—not only growth of the body and of the mind but it is a period of development of the whole life of the child and you cannot separate the soul welfare from the intellectual. The spiritual is interwoven with the mental, the whole develops together and if you put all the emphasis upon the physical or upon the intellectual, there is going to be a dwarfing of some of the important features of character, and you are going to send out monstrosities from your schools instead of well-balanced, well prepared men and women. The whole personality and all that is related to it, and all that is concerned in it, is a matter of your trusteeship, and it is very intricate and difficult problem for you to handle. Our whole system gives us difficulty in this particular regard. We herd them in classes, promote them in groups; we scale them according to their years. We fit them to the educational machine. Our methods are wholesale for them. We expect certain groups of them to be all alike because they are about the same age. They must be treated all alike and made to go according to the machinery which we have established. Unfortunately we think that we cannot afford enough teachers in order to give the individual consideration that we ought. We will have far more teachers in twenty-five years, and will then have the individuality of the pupil very carefully studied, and see that the child gets an opportunity to develop by a process which is more individual than wholesale. We must not lose the purpose, the development of the very deepest and highest potentialities of the pupils, which means more than merely intellectual powers, it includes the soul powers of the pupils. Now, is not the kind of boy or girl we turn out more important than the merely intellectual product? The way the pupil is facing is of as great importance as the speed with which he is going. (Applause). The ideals with which they go out from our schools, the things that they want to do and that they aspire to become, are not these the main objects which we are bound to observe as trustees? (Loud applause). What they are, **character**, and what they do, **service**, are primary considerations.

Now, this seems like a big proposition, but I do not see where you can stop and go no further, and say "This does not belong to me". You know the community expectation in this regard will determine the extent to which the girls or boys will get this thing, and by the way, your purpose for the school existence will determine the kind of boys and girls that go out. If you exist for a purely materialistic purpose, they will be a hard generation that follow; but if you have a community expectation, a community pressure toward soul development in which you must be leader, and of which you must be the exponent, then you will produce, sub-consciously, this result.

I realize there is another limitation,—that is denominationalism. "What you suggest is directly religious, and therefore the school cannot touch it or have anything to do with it." But there is something fundamental to all denominations and that is that which I have in mind this afternoon. You may call it an appreciation of

To the Trustees of Saskatchewan

Have you ever stopped to realize the close relation between CHILD LIFE and DAIRY PRODUCTS.

MILK, CREAM, ICE CREAM, BUTTER and CHEESE are the most natural, nourishing, and easily digested foods growing children can eat.

If you are interested in SCHOOL CHILDREN you must be interested in their food.

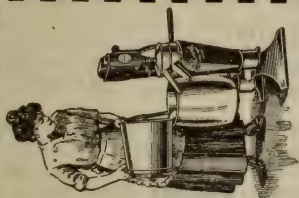
Our Company is endeavouring to encourage and promote the Dairy Industry in all parts of the Province and we solicit your co-operation and support.

We are now operating twenty four Co-operative Creameries and Five Public Cold Storages and will be glad to have you. interest yourself in the one nearest to the place you reside.

For further information write

The Sask. Co-operative Creameries, Ltd.
HEAD OFFICE, REGINA

DON'T READ THIS



Just a Tilt of the Pail

Women don't mind filling the knee-high supply can of the new Suction-feed. Only a few inches to lift. No straining of back or arms.

THE NEW SHARPLES SUCTION-FEED

Separator gets all the cream all the time. Any other separator will lose cream when the speed slackens. You can't always turn at exactly the right speed. No one can. It's impossible, speed indicator or no speed indicator. The Suction-feed skims clean, fast or slow, and delivers even cream. Capacity increases with the speed. Come in and let us show you how it works.

Sharples Separator Co.
Regina

The Gourlay Line

Pianos and Phonographs

WRITE US RE SPECIAL PRICES
AND PARTICULARS FOR A PIANO OR
PHONOGRAPH FOR
YOUR SCHOOL



Duncan's Drug Store

1747 Scarth Street

REGINA, SASK.

SAVE \$100.00

We pay no salesman a big salary and commission,
therefore can save you \$100.00 on a

NEW SCALE WILLIAMS
NEW DOMINION and
MOZART PIANO.

Don't pay a long price—write—

McKENZIE'S MUSIC STORE
1749 Hamilton Street, Regina
before you buy.

McKenzie's Music Store

1749 Hamilton St. Phone 6337 REGINA, Sask.

the spiritual; you may call it a realization of the value of the soul; you may call it the importance of the viewpoint of immortality, but so long as you get the idea that the soul welfare and the direction the boy or girl is going in life, is of supreme importance, that is the main thing in your relationship to that boy or girl. You say "We simply deal with things that are ordinarily human". There is nothing more distinctively human than soul welfare. Anything else the animals have, but the distinctive thing and therefore the most human thing of all is the soul welfare of the boys and girls under our care.

Now, I may not personally agree with some of the methods of the Roman Catholic Church, but their psychology is right in feeling that the culture of the soul must be mixed in with the intellectual development. There are some very fine experiments being conducted to-day, under the sanction and approval of all denominations, to mitigate this fault in our American public school system. I want to say this, that the one thing in your community more important than your choice of a Mayor, more important than your choice of a Reeve, more important than your choice of a Councillor, more important than your choice of a Minister, is your choice of the public school teacher. (Applause). Personally I do not care to what denomination the public school teacher belongs who trains my boy or girl, but I do want to know that the woman or man who teaches my boy or girl has a realization of the need of the soul food in such a way that they will at least not obstruct that boy's or girl's welfare, and I believe that the thing can be communicated without any denominational bias, and without anything that would cause discord in the community.

Now, I have tried to give you briefly the three possible ideals or tests. The last one is the one I stand for, and, briefly, let me state how it is related to the economic or industrial. Those who take the soul welfare as the test will find that the industrial and commercial is no less keenly developed. I call for a very definite revision of our educational system, so that the **whole** life of the child is developed. These economic and social powers will be correlated and bound up and corrected and kept in place by this higher ideal which is inculcated into the boy. The aim of the school, and your aim, and the aim of the teachers will be to produce, not primarily a farmer, or a doctor, or a lawyer, or a business man, but produce primarily a man or woman, (Applause) and secondly a farmer, or a business man, or a lawyer, or a doctor. And if we fail to turn out the man first, and then the business man second, I think we fail in the most colossal failure that could ever be chalked up against one that had been placed in trust.

Professor La Hovre, of Louvain, while in England during the war, was struck by the fact that the English papers were saying that the war was a test of national educational systems. So he sat down to set forth the German system and the English system. His general conclusion seemed to be that institutionally the English system has the right basis but poor superstructure; and the German system, a very fine superstructure built on a wrong foundation. He set forth the contrast as follows: The English system has always been centred around the individual; the German system is always around the nation. The English system has always stood for the

independence of soul—that has been the test of the Englishman, whose home in his castle—the English system stood for independence of soul; the German system stood for unity of the nation. The ideal there is the nation as a unit, and the individual merely as a fraction of it. The English system was founded upon the human principle, its purpose being to turn out a man—a gentleman; the German system is founded upon the intellectual, its purpose being to turn out the savant, the scholar, or the soldier. Further the ideal and purpose of the English education was the development of soul power; In Germany the object was only skill and efficiency. The result is that under the English system you produce in the English individual a sense of honour which is superior even to national relationship. It may be said of the Englishman, in relation to his country, "I could not love thee, dear, so much, loved I not honour more," so that it would have been absolutely impossible for an English soldier to have done, under orders, what German soldiers did under orders in this war. (Loud and prolonged applause). His individual sense of honour would have said to the officer, "Never!" It might not have been good discipline, but it would have been the Englishman's individuality or sense of honour. And that is why the German cannot understand the Canadian and American. His idea was nation, and anything for the good of the nation. Everything was right if it helped the nation out. You could not get the English man, or Canadian or American to take that viewpoint.

Consider the full potentialities of your children. You are dealing with personalities rather than mere intelligences. Men in the highest and best hours of the best days of the best years of their lives are students in the institutions which you hold in trust, and the welfare of which is your trusteeship. See to it that they get the most, in the very highest, that they develop most in the most important sphere.

I think you have the idea, for in these new countries where the pioneer is still alive, and where the pioneer spirit has not yet been dissolved we are sure to find that idealism, we are sure to find that appreciation of the fundamental, which only needs the call to get the response; I am sure you have it here. You ask me why some of those pioneers went out to new countries and endured the hardships they did. That man did not come to this country and go through the hardships he did in the breaking of the soil for his own sake. No, no, gentlemen, in our country when they first came out there they came for the sake of the boy and the girl. The parents wanted them to have a better chance, and better heritage, and a larger opportunity than they themselves had had in their boyhood and their girlhood,—and the spirit of fatherhood and the spirit of motherhood which is the spirit of pioneering, the desire to hand down to future generations the very best we have in our civilization,—you are trustees of that.

We are the sons of our fathers,
Passionate, brave and bold,
Bred in the stories of battle,
Cast in their mighty mold,
Proud of their ancient glory,
Strong in their ancient might,
And we as the sons of our fathers
Must live by the ancient light.

Licentiate Royal Institute British Architects
Architect Regina School Board

J. H. PUNTIN, A.M.E.I.C.

ARCHITECT

Office: Suite 308 Darke Block

REGINA

CANADA

Telephone 2886

Reilly, Dawson & Reilly
ARCHITECTS

W. R. Reilly

Dominion and Saskatchewan
Land Surveyor.

Westman Chambers, Regina

WHERE QUALITY REIGNS

LET REINHORN FURNISH
YOUR HOME

The House of Quality Furniture

Cor. Lorne St. and Eleventh Ave.

REGINA

Two Blocks West of Post Office

OUR LINES:

Cadillac, Paige
Dodge Brothers
G.M.C. Trucks

NORTH-EAST SERVICE STATION

Cadillac Motor Sales Co., Ltd.

2047 Broad Street

Regina, Sask.

All Laundry Promptly Attended To

Out-of-Town Orders Given Particular and Immediate Attention. Sanitary, Efficient and Courteous Service. Work Cannot be Excelled.

Regina Steam Laundry, Ltd.

Phones 4395-5031

1924 Rose Street

REGINA

Our fathers smote the forest,
Our fathers bridged the sea,
Our fathers came down and built the town,
Where the myriad peoples be.
One hand on their sword hilt resting,
And one to labour withal,
They loved, and they fought, and they won, God wot,
A home and a place for all,
And we, as the sons of our fathers,
Must follow the ancient call.

Our fathers sang and their singing
Was sweeter than prophets' words.
Our fathers rejoiced and their gladness
Was lit by their flaming swords.
One land, one faith and one woman,
And those with their lives to guard,
They blazed their way from the Eastward gray,
By mountain and sea bestarred,
And we, as the sons of our fathers,
We too have these three to guard.

Our fathers bequeathed us honour
And the glory of toil and song,
And the deathless joy of longing
And hearts for the battle strong,
And our land and our faith and our women
And the children that round us rise,
And by God's good grace we will purge the race
Of wrong lest their glory dies,
That a fairer land than our fathers planned
May for their children rise.

(Loud and prolonged applause).

ADDRESS by MR. J. W. SIFTON

Superintendent of Public Schools for Moose Jaw and Representative of the Saskatchewan Education Association

Mr. Chairman, Ladies and Gentlemen, I feel it an honour to be chosen to bring to this gathering the greetings of the Saskatchewan Education Association. A number of years ago that Association was formed and I had the honour of being the first President. At that time the administration section was composed largely of trustees. Since that time the administration section decided to organize an Association of their own, and out of that has grown the present Trustees' Association. I think that you were wise in organizing your own Association. I think you will agree with me that although you are absolutely independent as an association from the Education Association, we are both working on the same job, and I think that harmony and co-operation should be the methods of our work with each other. There are many problems in this large Province that we have to deal with, and I think they can be much better dealt with if harmony prevails between the two bodies that have to do with education. I do not intend to make an address in any sense; I only came to bring the greetings of the Education Association; but I would just like to mention one or two things that I think the Trustees and Education Association might profitably deal with.

In the first place, I would like to say that in every Province in Canada in which I have lived I have heard politicians from the platform state that we should give every child a public school education, a free public school education. Well, that is a very good thing, but unfortunately we are not giving every child a free public school education. One-third only of the children of this Province and the other Provinces of Canada ever complete the public school education that is arranged for them. They leave school at the age of thirteen or fourteen, before they have completed their public school education. I think that is one of the problems that we should deal with. I think that all our boys and girls should get a public school education. There is one other thing I would like to suggest which follows naturally out of this statement that I have made. I think that we should have more industrial training and vocational training. It would interest certain boys and girls who are not so much interested in the more purely academic subjects. I am glad that the Dominion Government at last has appropriated certain funds for this work but I am sorry that the Dominion Government look on it as such a small thing. Across the border, from where Dr. Flint comes, their federal Government appropriated \$100,000,000 per year for this work. That means one dollar, in round numbers, for every man, woman and child. Our Government in Canada appropriated \$10,000,000 in ten years, beginning with \$700,000 the first year, which is ten cents per head. Now, if, at this stage of the world's progress in which the nations are more keenly contesting the commerce of the world than ever before, Canadians with ten cents worth of training can stand in comparison with other nations where they get one dollar's worth of training they must be in the first place endowed with much superior ability. Out of that \$700,000 appropriated for industrial and technical training for the Dominion of Canada for this year \$50,000 is the share allotted to the Province

of Saskatchewan. If that is all the money Canada can afford, I would say all right, but let me make a comparison. Take the Automobile business in this Province; I am not criticising the business at all, the Automobile licenses paid to the Provincial Government last year, 1919, almost reached one million. For the upkeep of those automobiles there would probably be twenty-four million, and the original cost seventy-five million. \$100,000,000 for automobiles, and \$50,000 for technical industrial training! I think that another problem that this organization, as well as the Education Association could very well deal with, and see that these grants are very much enhanced.

I want to refer to a question that the Saskatchewan Education Association has under consideration at the present time, and that is the question of a School Journal where questions and answers on education could be dealt with from a provincial standpoint, and I would like very much if the Trustees' Association would give it's hearty support to this School Journal. I thank you.

Chairman:

I am sure we appreciate the greetings brought to us by Mr. Sifton, and we reciprocate the remark made by him in regard to harmony and co-operation.

Mr. Sutherland:

I should like to ask for an opportunity now for all High School Trustees to retire at once for the purpose of considering their organization. If we decide to organize I should expect that we would come before this Association and ask for the privilege of affiliating in some way and making a constitutional amendment which would give us the opportunity of affiliating, meeting at the same time, and getting the privilege of all those magnificent addresses that we have heard. Also of considering together the large number of subjects which we have in common.

EVENING SESSION,

WEDNESDAY 25th FEBRUARY, 1920.

At 7.30 p.m. a Choral Contest was conducted open to Rural and Village Schools.

Mr. Luther Roberts presented the report on behalf of the adjudicators awarding the Shield to Roche Percee School. The presentation was duly made by Mr. J. F. Bryant, President of The School Trustees' Association, the recipient being greeted with loud applause by the audience.

ADDRESS by SIR FREDERICK HAULTAIN

Chief Justice of Saskatchewan
Chancellor of the University of Saskatchewan

Mr. President, Ladies and Gentlemen, apart altogether from the embarrassment, the very natural embarrassment, caused by the somewhat unusual environment, I also feel very much embarrassed that my first attempt in the pulpit should have to be addressed to such a very large congregation. (Laughter). I must thank you for the honour that you have done me in asking me to be present on this occasion and to address this very large and very important gathering. If anyone had told me about thirty-five years ago that I should be called upon some day to address a meeting of this size, composed, I suppose, almost exclusively of school trustees from about one-half of the territory which we were then concerned in, although I was very optimistic and always had great faith in the ultimate destiny of this great country, I think I should have taken such a statement as putting a very large strain upon my credulity. I congratulate you on the splendid attendance which you have. You are following what I think should be one of the watchwords of the day; you are "getting together", and I am sure when you get together and discuss the important work which you as School Trustees have to do, you will all go home feeling the benefit of hearing the experience of each other, and of others. Now, although I have been introduced as an "old-timer" I am not here altogether as a Rip Van Winkle, who has been asleep for a great number of years and has suddenly awakened to a new and wonderful world. No doubt, in a certain sense, not having taken a very active part in public affairs for a number of years now, I am rather a Rip Van Winkle, but I am here to-night rather in the capacity of an old-timer. I am proud of being an old-timer; I am proud of being associated with the men of those early days, and I am particularly proud to be here to-night in this city of old-timers whose enterprise and public spirit established the first public school in the North West Territories something like thirty-five years ago. (Applause.) In that capacity, and in that character, I am going to try and tell you a little to-night about the foundation and development of the public school system in the North West Territories. Now, I am not going to preach you a sermon; I am not going to make you a speech; I am just going to do what an old-timer might be expected to do, and that is to indulge in a little talk with regard to this particular subject. Before 1884 there were no schools at all outside of the few mission schools in the whole of what was then the North West Territories. Of course there were the mission schools, but I shall not take up any time in referring to them except to say that they were schools established by those devoted men, missionaries of the different Churches, who, on this Continent at least, were almost the fore-runners of settlement and civilization, but I am going to devote my time altogether to the public school system as established under the law. Now, in 1884 the first school system was established under difficulties which are very difficult to realize to-day. We had a population in the whole of the North West Territories, and you will have to remember now that I am speaking of an area which included the Province of Alberta and the Province of Saskatchewan and a little more besides, we had in that enormous area, something like six hundred thousand

square miles, a population in fact of, roughly speaking, about sixty thousand people, I suppose a very few more than the population of Moose Jaw to-day. (Laughter.)

There was one line of railway running throughout the whole length and breadth of the country, not through the whole breadth, because when I came in 1884 the railway was practically just about to Calgary. We had a small and scattered population, you can imagine how scattered it was when you think of sixty thousand people scattered about in the various settlements of the whole of the North West Territory, and in that population, which was very largely at that time from the older Provinces and more particularly from the old Province of Ontario, there was that desire for education, that ambition to give their children the best educational advantages which they had brought from their old homes in the East. There were a few schools formed as early as 1884. The first was the Public School of Moose Jaw, the second Qu'Appelle, the third Prince Albert and the fourth Regina. Now, there were no records available to me in the somewhat hurried preparation I had to make for this event, no records prior to 1888, and although that was not my first year in the legislative body—it was my second year in the legislative body—it was the first year that I had anything to do officially with the school business. I had the honour to bring down estimates in the Legislative Assembly including the farmers' vote of fifty-one thousand for education in the North West Territories! (Laughter). At that time there were ninety schools, only ninety schools altogether, ninety-six teachers, and about twenty-four hundred pupils. I will run over the next few years because there was not very much change during that time and I will come to 1891. In 1891 we had established in the Territories a rudimentary form of government known as the "Executive Committee", and in that year, very late in the year, I took charge of the government of the North West Territories, and more particularly charge of what you might call the Education Department of the North West Territories. At that time there were two hundred and thirteen schools—there was slight growth, you may see, in the years I have mentioned,—two hundred and forty-six teachers and fifty-eight hundred pupils. There are more school teachers in the Province of Saskatchewan to-day, and that is only half of the territories, than there were pupils in 1891 when I first took charge. That is to say there would be one and a fraction teachers, if we had them, to each pupil which we had in our schools. I suppose our agricultural friends would call that intensive cultivation. (Laughter).

Now, at that time the system was a double-headed system. There had been no legislative control outside of putting the law on the Statute Book. The whole education business of the country was under the control of a double-headed Board of Education composed of so many Protestant and so many Roman Catholic members, and they had exclusive charge, so we may say that the school system of the Territories up to 1892 was left very largely to denominational control. When I took charge, late in 1891 or early in 1892, there was no department such as we consider a department to-day. I think there were about two or three clerks, there was no technical staff, there was no Normal School; we had that double-headed system I have mentioned, with a double-headed Board, each prescribing its own text books, each examining and qualifying its own

teachers, each appointing it's own inspectors—and in those days we didn't have any regular inspectors. Of course, as you can understand, our schools were scattered about, and we had to depend altogether on getting some parson or some doctor whose cure for the souls and the bodies of men was considered to a certain extent to suppose the qualification for examining schools. I know in MacLeod, in southern Alberta, there were only three schools south of the main line of the Canadian Pacific Railway, and they were inspected by the Presbyterian Clergyman at Lethbridge. He was a very fine type of man, although I don't suppose he was a very skilled inspector. In 1892 we decided that the whole system must be put on a new basis, and a number of very important changes were made. Instead of having a number of more or less—I was going to say qualified or unqualified—men doing the work of inspection, we decided to put the inspection of the school in the hands of four permanent inspectors, so, to begin with, we provided for and insisted on uniform inspection. We also provided practically for uniform text books and for uniform qualifications for teachers, and we put the whole administration of the school law in the hands of what I might call a responsible minister, taking it out of the hands of an irresponsible double-headed board of education. Now, it was difficult of course, at that time, as it always will be difficult, to establish a uniform system in a population consisting of elements differing in language and religion, but that was done, and looking back I think I may say it was done with astonishingly little friction. From that time on progress was very rapid in spite of the peculiarly difficult positions. Many of the problems which confront us to-day confronted us then only in a very aggravated form. We had then, as I understand you have now, the great difficulty of getting a sufficient number of school teachers. We had at that time—I don't know whether the same condition exists to-day—the very great evil of a very large number of Provisional Certificates, that is to say of unqualified teachers being granted provisional certificates and being allowed to teach in the absence of qualified teachers. There was always some local reason for giving Miss so and so or Mr. somebody else a provisional certificate. They were generally to a friend or relation of one of the trustees, for instance, or there was some other reason why a provisional certificate should be given to some particular person rather than that a properly qualified teacher should be employed in the school. Now, the difficulty to-day is the same difficulty which confronted us then. The school teachers were never properly paid. I believe they were better paid, comparatively speaking, in those days than they are to-day, because, belonging myself to the salaried class, I know very well how everything else has gone ahead except for the salaried class, so I think I can say quite freely that the school teacher of twenty-five years ago was comparatively very much better off on a much smaller salary than the school teacher of to-day. Now, Ladies and Gentlemen, you have that same problem, and I can say this—and I think you will agree with me—that you will never have good teachers till the rewards of the teaching profession are made something in proportion to the work which that profession has to do. (Loud and prolonged applause). At present teaching is simply a sort of stepping-stone to matrimony or the professions. I do not wish to discourage it as a stepping-stone to the first subject, because, after all, it is just as important that people should be married as that they should teach school, forever (Laughter) but, on the other hand, there should be, and there must

be if our school system is going to prevail, something done to make the teaching profession a real profession with proper awards following faithful performance of the duties of that profession, and you will never have successful schools and trained, skilled, experienced teachers until you put them in that position. (Applause).

Now, in 1903 we established what really was the first Normal School in the Territories. It was established under the very able supervision of a gentleman to whom the Territories and later the Provinces are very much indebted for many of the excellences of their system to-day. I refer to Dr. Gogan. The average child only attended school for a comparatively short time, a short part of what is school age,—that is to say that he never went beyond the very elementary standards. Now, that was a problem which confronted us at the very beginning. There is no use of laying down an ideal system of education, assuming that the child is going to enter the Kindergarten sometime between three and four, and going on through seven and eight, or whatever numbers of standards it is, and then up to the University,—there is no use of laying down such a scheme in a work-a-day country like this, where the average child does not go very much further in the public schools than what we used to call the second and thirds standards. So we at once began and tried, not very successfully I admit, but tried to make our school course meet that condition,—that is to say to try and make the course such that the child who did leave at that comparatively early age would have a certain amount of education, a certain amount of systematic education, prepared to meet that condition. That was one of the difficulties; I have no doubt it exists to-day, but I am quite sure, owing to the much better conditions that prevail generally in every possible way, that the condition must be ameliorated as time goes on.

Another thing which we tried to do not very successfully again and I don't know that it has been done very successfully yet, was to try and make our public school education as practical as possible. When I say "practical", I don't mean that we should try to turn out farmers and mechanics, and lawyers and doctors from our public schools, but that our educational system should be so prepared as to be of benefit particularly to those of our children who were going to be engaged in the paramount industry of this country,—that is to say of farming. The teaching of agriculture had to be done by men more expert than I am on matters of this sort, but it was always the aim to lay as much stress as possible on some elementary teaching of agriculture. In those days we had very large school grants, very much larger school grants of course than the Province could possibly afford to pay to-day, and so I suppose that you are meeting that with the increased taxation, which I suppose is almost inevitable, as we had to meet the condition of a very sparse population. Our school districts at first were supposed to be not larger than six square miles and not any longer at any point than nine miles. You can imagine what sort of a district that would be, and you can also imagine what the centre of that school district was in order to say where the school house should be situated. Later on the district was cut down to five square miles, with the condition that it should not exceed in length from any two points more than five miles. There were a number of those questions that I daresay some of the older men among you will remember, the sort of Chinese Puzzles we

had in settling the boundaries of these districts. We didn't cut the country up into regular districts; a school district was established wherever you could find enough school children in the area, and we were not particular about where that area was. The great idea was to give the children an education, and that was the object and wish and work of the Department. I think I can say that in the North West Territories we had the honour of being the first-born of the Dominion, under a legislature of it's own, which made provision for consolidated schools on its Statue Book. It is quite true that these provisions have not been taken very much advantage of, but that, of course, is due to the fact that our population is not big enough to make the consolidated school system work well as yet. In the end I believe it will come, and we will have larger schools, and better and more efficient schools, in all parts of the Province. We also established the high schools and provided for secondary education wherever there was a sufficient number of pupils and a sufficient number of ratepayers to warrant it. The progress was slow for a number of years but it more than kept pace with the increase in population. In 1094 and 5, the last year of the North West Territories, there were fourteen hundred and sixty-seven schools in existence,—that is to say a growth from ninety schools to fourteen hundred and sixty-seven. That is a comparatively short time in the history of a new country. We had forty-one thousand pupils and sixteen hundred teachers, with a population of something like four hundred and forty thousand, compared with a population of sixty thousand only fifteen or seventeen years previously. The vote that year was three hundred and forty-five thousand for the purpose of education.

When the Provinces came into existence in 1905 there was an established system of primary and secondary schools; there was a well organized department of education with a good technical staff; there was a good normal school and a staff of competent inspectors. That, Ladies and Gentlemen is the short story of fourteen or fifteen years of development in the North West Territories, a very remarkable development, I think you will agree, if you consider the time and conditions under which they took place. I think I can fairly say this, that most of this development, most of this progress, was accomplished by that determination and ability to overcome difficulties which characterized the old pioneers of the West.

Now, I should like to have the time to say a word or two about the men of that day. Some of the men of that day were very closely connected with that work, but there is no time, and I am afraid if I venture to do so, and ventured to assign places to a number of very distinguished names that I should meet the fate of a Presbyterian Divine I read about very lately in one of Ian Hay's books. This gentleman was inflicting on a long-suffering congregation a dissertation on the minor Prophets. He took all Malachi and Nehemiah, and a lot of other whose names I am quite sure are familiar to you, and put them in ecclesiastical order of merit; he at last arrived at Habbakuk when he roared out, "What place, my friends, shall we assign to Habbakuk?" A man got up from under the gallery and shouted out, "Now ye kin jist pit him in my seat; I'm awa' hame." (Laughter). Now, I am not going to give the gentleman immediately under the gallery an opportunity of treating me in that way!

The progress has been even more remarkable since 1905, when you must recollect that all the figures of teachers and pupils and schools were for the North West Territories, comprising Alberta and Saskatchewan. When we were divided in 1905, and, roughly speaking, one half of the Territories was formed into the Province of Saskatchewan, we began with a population of two hundred and fifty thousand, with eight hundred and ninety-six schools, twenty-five thousand pupils, and eleven hundred teachers. To-day, not very many years since,—fifteen years practically,—we have a population estimated at about eight hundred thousand in this Province; also we have forty-three hundred schools, we have one hundred and fifty-one thousand pupils, and we have somewhere between sixty-five hundred and seven thousand teachers; and I might also add that we have somewhere in the neighbourhood of thirteen to fourteen thousand school trustees. Now, let me just give you, for the purpose of running over a comparison, what this development means. In 1891 we had two hundred and thirteen schools in the whole of the North West Territories; in 1920 we have forty-three hundred in that part of the Territory not comprised in the Province of Saskatchewan. In 1891 we had four inspectors; in 1920 we have in Saskatchewan alone forty-six. We have more pupils now than the pupils in the whole of the Territories in 1891. We have more teachers now than pupils in 1891. Now, in addition to all of these schools, we have also the Provincial University, the crowning device of our educational system. It, too, has reflected the wonderful growth and development of the Province, and has already taken its place among the Universities of Canada as a seat of learning of which we may all be justly proud. That University is doing a very remarkable work, an almost unique work, in connection with agriculture, and rather than put in my own words I might read from an article contributed by Dr. Murray, the President of the University, a few years ago to a publication published in Scotland. He says, "The most notable feature in the University is the place accorded to agriculture. Unique among Canadian Universities, Saskatchewan put agriculture in the same class as the Faculty of Arts and Science and the professional schools. Through its extension department in agriculture the University reaches every part of the Province and not only creates an interest among the people but prevents the agricultural interest from becoming separated from the other interests of the Province. It is expected that this union will prove of the greatest assistance. In the Eastern Provinces political lecturership is supplied, and the farmers have not yet learned the value of co-operation. Where the problems are not limited by provincial and dominion boundaries it is of very great importance that men engaged in farming should be prepared for the highest public positions, the problems involved in the export of wheat and other food problems; also the problems of international relationships are so intricate that the University should be prepared to provide safe guidance in order that the future leaders of the farmers should be properly equipped."

A celebrated and very well-known educationalist in the United States says, "The public education of a great democratic people has other aims to fulfil than the extension of scientific knowledge or the development of literary culture; it must prepare for intelligent citizenship."

Of course, I don't know as much about the political condition of this Province as I may have done a few years ago, but even the serene atmosphere of the Bench has been penetrated by remarks that there is an impression abroad that the farmers of Saskatchewan really govern the Province. (Applause)—and I should imagine that that is true. Looking at it altogether from the impartial and non-partisan point of view, the recent meeting of the Grain Growers of Saskatchewan rather sounded a note—I happened to be there at the time holding Court in Saskatoon. Sounded a note that some of them at least, do not think that they are still sufficiently masters of the Province; a further movement is apparently on the way. However, whether that is right or not does not make any difference to the present occasion. It is all right that the majority of the people in any Province should be the masters of the situation, (Applause) and it will be all right if you farmers join together and help to rule the Province. I believe in government of the people, by the people and for the people, but it won't be good government except it is government for the whole people. (Applause). Further, there is more reason to say to our schools and to our University to-day than ever before "Educate your masters". They must teach our future masters to manage their farms scientifically as well as practically, to manage their business on a business principle, but, also, to have a proper comprehension of their responsibilities to their community and to the country. To you, as trustees, I need say little about your responsibility. This great gathering is a splendid indication of your enthusiasm in your work. On you depends to a great extent the success of our educational system. In the old day I used to know the troubles in regard to the teacher, and the location of the schools, and trouble which sometimes arose without any relation to school business, the troubles which, in some instances, caused schools to be closed for months and children to be deprived of their opportunity for education. I am quite sure that in these more enlightened days that kind of thing does not go on in the average school district. If it does, I would say to you recollect after all what your primary business is and set to work with one aim in view, to give the children the best school, the best equipment, and the best teacher available; and I would say this in conclusion, that to you as trustees we all of us may gather one lesson, at least, from the war and from that great army of ours, of whose exploits we are so proud, and that is, that we should bring with us, that you should bring with you to your work, that spirit of unity and co-operation, that sense of brotherhood team play which connected the army so closely during the long years of peril through which we have so lately passed. (Loud and prolonged applause.)

Chairman:

We are certainly very much indebted to Sir Frederick Haultain for this interesting address. It will be printed verbatim and sent throughout the Province.

“THE SCHOOLS AND CITIZENSHIP”

by

DR. C. W. FLINT

Mr. Chairman, Ladies and Gentlemen, I have been very much pleased this evening and delighted with the opportunity of hearing the review of the educational history of this Province. It is amazing what can happen in a single generation, and the progress you have made in this one generation, as outlined this evening, is simply astonishing. We only need the opportunity to show what we can do, and certainly in this area you have shown what you can do in the past thirty years in educational lines.

I might mention that I am in a somewhat difficult position in trying to fill the place of another man. Dr. Suzzallo was to have been your big gun to-day, and I must try to act like a big gun. Now, if it is true, as a military friend of mine told me, that the biggest gun is the gun with biggest bore, I may be able to measure up to it before the evening is over—(Laughter). My subject is the “Schools and Citizenship”. They are vitally related. I am not going to take time to explain the relationship—there is a relationship but I find there are so many things I want to say that I will not be able to stop and connect them up, but take for granted that relationship is obvious. I read not long ago this statement:

“Education as an organ of national life is as vital as its economic and political organization many, indeed, are convinced that the power of education for the woe or weal of a nation is not eclipsed by any other province of national activity.”

I have that big thought in mind, and if I were taking a text that would be my text, from which I would start out upon the subject. In proportion as your purpose, the atmosphere that you generate, the expectation that you have, the emphasis that you make, or the public opinion that you create, is towards the higher ideals of citizenship in understanding and in consecration, will Saskatchewan stand in the next generation, when the development will be even greater than in the generation that is past. The men or youths that you influence by your emphasis, by your expectation, by your purpose—avowed or implied—by your moulding of public opinion, will shape the nature of the citizenship of the days that are ahead. That is all I am about to say in the way of connecting the two, before I launch out upon the subject of Citizenship in general.

The word “citizenship” has been changing its content. The fundamental principles will always be the same, but the range or vision has changed in the past few years. Most of us know more history and geography than we did a few years ago; there has been a widening of the horizon; there has been an extension of vision due to the fact that citizenship and the obligations of citizenship now have an enlarged scope and enlarged significance. The experiences

of the past few years have enlarged that scope, and no man can discuss the subject of citizenship without first discussing the question of our international citizenship, for we have become world citizens; we have been launched out into world relationship and into world fellowship. It is said that some of the tribes of old, in order to pledge eternal friendship, would have their braves go forward in the centre of a circle, and, gashing their fore-arms, allow the blood to drip into a common vessel. England and other parts of the British Empire, and France, and Italy, and the United States, and others associated with them have sealed a blood covenant within the last five years—a blood relationship that eternity will not change. There has been sealed by it an international fellowship and relationship which we cannot repudiate, which we can not escape, and, although it may be contrary to all our previous thought and desire, we simply must re-construct ourselves to a recognition of it. When a pistol fired in Serbia will put in French graces so large a number of Saskatchewan boys I think we have already entered into an area of world wide associations; and we must recognize these associations of improved transportation, navigation and communication, the world has increasingly become a neighborhood, and the duties of neighbourliness are involved in the relationship of a nations of the world; and any nation, especially a strong nation, which repudiates or tries to evade the obligations of neighbourliness is acting in a cowardly fashion,—and I say that when I am home, as well as I say here! (Hear, hear).

Corresponding to the three spheres of citizenship, there are three different problems of citizenship confronting us. There is a common problem that runs through all. First, in our international citizenship, is the problem of working out a world-wide relationship justly, rightly, efficiently, without the sacrifice of anything vital by any of the units that go into it. Now, that is a problem that is being faced by a great many of the nations of the world to-day. All of them are facing it in some form or another. You face it in a form which is different from almost all the other nations of the world in your relationship to the British Empire. I am thinking of Kipling's lines "Daughter am I in my Mother's house, but Mistress in my own", and in that dual relationship you have your peculiar problem to work out in carrying out of the results and the maintaining of the ideals established in the great War which has just closed. There are those over there (in the United States)—and I think they are more vociferous than they are numerous—who are talking a good deal of six votes to one in the League of Nations. I do not believe they are getting any very great response from the people at large on that particular point. In the first place, they do not expect that Canada and Australia are likely to be opposed to the United States in casting League votes. Their interests and outlook are more or less in common, and I think the men who are talking about that particular phase of the League of Nations are more anxious to corral for their party or for themselves the votes of certain nationalities in the United States than to establish anything that they are deeply interested in personally, or to guard against anything dangerous (Applause). I do not believe their convictions on that point are very deep, and I think it ill becomes a nation that has the direct and indirect relationships to Nicaragua, Liberia, Hayti, Cuba and Panama that the United States has, and each one of which has a

vote in the League of Nations, to think that the neighbour to the North that made such a sacrifice in the great War should in any way be deprived of a vote in that League! (Applause).

I suppose you have gathered from the newspapers that the United States is more or less divided upon some phases of the League of Nations. They are not seeing quire eye to eye on the subject, but the division is not as great as it seems to be. Unfortunately it is a political mess rather than a national expression which is now manifested over in that land. There are those who feel that President Wilson, when he went to Paris and took no representatives of the country other than himself and those he could control or ignore made a great mistake, and he himself is to blame for all the trouble that has come upon the League of Nations and all the difficulties in which he has been plunged since he returned. There are others who believe that the Senators Lodge are the villains in the case. Some blame it on Senator Lodge, and some on other Senators. I am inclined to think that if the United States people knew who to blame they would speak out in no uncertain tone, but it is hard for the conscientious man to decide upon whom the blame should be placed and the politicians are taking advantage of that to try and corral votes for their respective parties. More than 80% of the Senate and the people favour a League of Nations and most Americans deeply regret the fact that the greatest issue that has confronted mankind since the birth of Christ is being made the football of party politics over in that country. (Loud and prolonged applause). That same 80% are joined in the hope that very speedily some compromise will be reached which will bring about an efficient relationship to the League of Nations, compatible with national honour. There are some voices over there that speak louder than others, but there are a great many who have the faith that the hope of the world is in the unity of the Anglo Saxon race. (Loud applause). There is a wide-spread conviction that the contribution that America has to make to the world, and the contribution that Great Britain has to make to the world, joined together, will preserve in justice and righteousness and stability the welfare of all mankind! (Loud applause). I want to say a word on behalf of the country of my adoption. There is the advocacy of a spurious Americanism, and those who are advocating this are not representing the history and traditions of that people; they are preaching a gospel of isolation and a gospel of selfishness. They are taking the teaching of isolation that Washington gave and trying to make it apply in this day in that great republic, trying to make the rules of the infant days of the republic apply to the days of its giancehood. I do not believe that they represent the people of that great land in their policy and attitude when they are talking of isolation in terms of selfishness and aloofness from the rest of the world. The history of America, if you can overcome some of the prejudices which I shared when I was a citizen of this land,—if we can overcome this and get at the heart and purpose of the American people, you will find it is not so different from the heart and purpose of the Canadian people. The purpose in the very origin of that country was not selfish. It was hospitable towards all those who desired freedom and liberty; it was not an exclusive policy. And you take the great crises which came to that nation down through its history, with possibly one exception,—it was not for selfishness, it was not for enlargement of territory, it was not for any selfish purpose they took up the sword

but always for the preservation of ideals. I believe this to be true and when you get a proper perspective of the real history of the American nation you will find that to be true in regard to them. In this great war you could not have roused that nation to go into the struggle by the idea of merely getting territory, or the idea of securing an indemnity; you could not have roused that nation from the sense of fear that they would be next; that alone, while it counted with some, would not have swayed them. It was those principles which gave birth to democracy, and those ideals which have been inculcated in the name of democracy, which leavened the nation until at last no longer could the cry of America for its rightful place be resisted. Their heart is right, and I want to say that to you this evening, that the ideals and principles which represent the real American people, joined with the ideals and principles of the British Empire, joined with that justice and fairplay which have always been the heart of Great Britain, whatever mistakes she may have made from time to time—These two joined together will make for a world peace and righteousness that nothing can resist; and I hope and pray that we will be able to rise above the petty disputes that we will be able to overlook the voice of those who would seek to sow the seeds of hatred and discord and get the central thought from the very heart of each people. There are certain qualities needed for the working out successfully of international citizenship which are just exactly the same as are necessary for working out local citizenship; but I do not know yet whether I will have time to discuss them this evening. I have already spoken of this large circle of citizenship a little longer than I might otherwise because of the international difficulties existing.

The next in our citizenship circle is the circle of NATIONAL CITIZENSHIP, and that should be maintained just as strongly as ever it was in times past. I have no sympathy with those who want to tone down or level down in the least the conception of national citizenship. I do not believe in that wishy-washy internationalism which rules out all national solidarity. You cannot have a strong union without strong units, and if you are going to have a strong League of Nations or any strong international relationship you must have each strong nationally first—strong national units. That is why we need emphasis upon national citizenship even more than we ever did before, and each one must contribute according to its own type, and according to its own development, for only by the contribution of the various groups will we have the enrichment of the union we want to bring about. (Applause). You have your contribution from your national standpoint, and I hope that as you grow stronger, and I hope that as you wax important in the history of the world that you will be easy upon us, and not try to annex us to you and make our States mere Provinces of your Dominion! (Laughter and applause.)

You have your contribution and the United States has its contribution to make to the League of Nations. The idea is for each to maintain its national citizenship, and to make sure that it is clearly defined, so that it stands out sharply in relief. You have some of the difficulties that we have had over in America. One thing that is necessary at this time,—one task that you have and that we have is to work out this national unity in all fairness to the individuals that compose it; simply the same problem of inter-

national relationship brought down to the smaller sphere. There is one thing, however, which as nations we must stand for in these days; it may be that it was not necessary before; perhaps it would have been better if it had been; but, whatever your judgment on that may be, from now on we must stand for unity as nations, unity of the groups that make up a single nation. In these new lands we are sure to have some trouble in that regard. We have been built up in America by immigration, not all of one type, but coming from various nationalities of the old world. The result is that we have a considerable mixture in our population. This confronted us very sharply during the War, and is a problem, I understand, you had here during your war period. There are certain things that in all fairness, in all justice, without any mean feeling, without any spiteful feeling at all,—certain things we must demand for the safety of national life and the maintenance of national integrity. If we find that immigration is coming faster than we can make a good blend out of it, it is wiser to close the doors. Perhaps you here, although I am not fully conversant with your situation, have your similar problem; at any rate, you are likely to have it increasingly, and to experience some of our difficulties.

I wish I had time to stop and tell you how the public school is peculiarly the place where this problem is going to be solved; the public school is the laboratory, the public school is the place where these ideals and purposes must be made vital, where they must be made a part of the national life.

We must stand for **UNITY** in our nation. To translate it into simple, plain English,—**WE MUST BE A PEOPLE OF ONE LANGUAGE!** (Prolonged applause). We cannot be a people of many languages; we must be a people of one language! (Loud applause). I do not mean by that that a man shall forget, and **MUST** forget, any other language that he has known. I do not mean that he shall not learn any other language, but there must be a common language which every man, every woman and every child can read and write. (Applause). Then in addition to that, we must not only have one language throughout a nation in order to make a nation, but we must regard ourselves as people of **ONE COUNTRY!** I have sympathy with folks who did not have that idea brought home to them in days gone by. We may have been too hard on some of them. I know of no one with whom I had a deeper sympathy than those of countries with which we are at war living in our country, who lamented that their native land, or the land of their forefathers, had been taken captive in ideals and ideas by the Prussian group. I say they were people to be sympathized with, for they lived in that land even as I live in America—loving Canada—and I could not forget the fact in my dealing with them. Of course if anyone was so blind and shortsighted as to lift his hand against the land which gives him sustenance and protection, then, that sympathy was all gone; but where there was to be found that attitude of regret that attitude of sorrow for the situation, I say it caused in me pity and sympathy of the fact that I had, myself, experienced transfer of citizenship; I put myself in their place, and considered my relationship. But however much that may be true in the past, and from whatever land we came, the land where we now have our citizenship, the land under whose auspices we seek to raise our families and gather together our substance and our wealth, that land must be our

country, and no other land, no matter what our relationship may be
WE MUST BE PEOPLE OF ONE COUNTRY! In other words,
we must be called by one name! For in our land we had all kinds
of hyphenates. They had their Italian-American Societies, and their
Canadian-American Societies, and Societies of various other kinds
However harmless these societies have been in times past, under
these new conditions we realize that they must be given up, and
from now on in the land to which we belong we shall be called by
one name,—and by one name only! (Loud and prolonged applause.)
I came across a little piece of alleged poetry the other day which
I wish to pass on:

Just to-day we chanced to meet
Down upon the crowded street,
And I wondered whence he came,
What was once his nation's name.

So I asked, "Tell me true,
Are you Pole or Russian Jew,
English, Irish, Scotch or Prussian,
Italian, Slav, Czeck, or Russian,
Dutch, Greek or Scandinavian?"

Then he raised his head on high,
And he gave me the reply:
What I was is naught to me
In this land of liberty;

In my soul as man to man,
I am just—CANADIAN".

(Applause.)

That is not just the way the poem read, but that is the way I want
you to get it. (Laughter.)

I wanted to get the idea over to you, that you must stand for
this country, as well as we in the country of which I am a citizen
at this time. I am not saying it in any spirit of revenge, but in all
kindliness, we must recognize the fact that we must all be organized
under one national standard and name. We have had over there
the "German-American" Bank and store and warehouse; and the
the "Scandinavian-American" store and Bank and warehouse, etc.
Henceforth we cannot be organized under any other than the com-
mon, simple name, lacking all hyphenated adornment, the simple
name of the nation to which we belong. Our business must be or-
ganized upon that basis.

Again I say, not in any spirit of antagonism at all, but from the
recognition of the fact that if we are to have unity as a nation we
must have those things which will tend towards unity rather than
towards disruption, and for this unity we must have one flag, and
one flag only, in the nation of which we are citizens. (Applause).
And that flag must be revered not because it is a flag of certain
colours, but because it stands for certain things; it stands for a his-
tory, it stands for a tradition, it stands for a governmental organiza-
tion. The reason I can say confidently in this Province that we
ought to stand for one flag is because the Union Jack stands for a

constitution in which there is ample provision for the remedying of abuses, ample room to keep up with progress, social and economic, and there is no need of a revolutionary flag to bring about justice or righteousness. (Loud applause.)

Now I have stayed a little too long at another point; I believe you are in for it this evening. There is also a certain problem under this ideal of citizenship, a very difficult problem, and that is, how we are to work out corporate efficiency and social justice along with it, on one side, and maintain individual initiative and individual incentive on the other side. We will look this squarely in the face, even if we do pass by on the other side. What do I mean by corporate efficiency? We decided at the beginning of the war we would have to do considerable standardizing in manufacture in order to release men for service. We found, for instance, we were making 208 different kinds of lawn-mowers, 5700 various pocket knives and over 2,000,000 varieties of furniture! Now I have never felt that 208 types of lawn-mower were necessary; one was more than enough for me, I do not feel that we need 5700 kinds of pocket knives to whittle with; and we began to release a great many who were working upon these things for other purposes. That was corporate efficiency, and we carried it still further. We combined all our railroads for war purposes, and we are to unscramble them next month. If carried out logically this will raise the question of how to secure the highest efficiency from public utilities like railroads and ships, and natural resources like coal mines and forests and even the land. We must preserve combinations in the business world and government control or regulation of resources to some extent for the sake of that efficiency, and then see to it that the proceeds of such efficiency are properly distributed, that all classes get their share fair. But we must guard against destroying individual initiative and individual efficiency, individual energy and individual effort. If we create conditions where a man is only willing to lay so many bricks in the day, no matter how many he can lay, then that man is stultifying his own power, and if we get a system which teaches men to do less than their best we are going to lose the ability to be what we have been; if we get a system which does not stir the farmer to plant all the land he can plant, or feed all the cattle he can feed, and he has no longer the incentive to go forward and do his best, then we have a system that will kill itself. Individual incentive and effort must be maintained. There is a quality which we cannot to-day lose out of our national life. It is the main-spring of our national life. Oh, that spirit of the West! It reminds me of the story of the young boy who had got the Western spirit. He had been told when he went into business he ought to go into it with all his might and resourcefulness. He was hired as a telegraph message boy. They gave him a message to take over to a firm in a big office building, and he felt he ought to go into the various offices and try to collect some messages to take back to the office with him. He got rather cold treatment! He grew more and more determined, however, and when he reached the last office he made up his mind he simply must have a message from that office and he stuck to it in spite of physical violence that was threatened against him. Finally the telephone bell rang over in the telegraph main office, and a man's voice said "There is a telegraph messenger here who has been so persistent and has made such a nuisance of himself that we finally had to pull a gun on him; can't you come right over?" "Great Scott", answered

the man in the telegraph office, "you didn't shoot him, did you?" "No", retorted the complainant, "I just want you to come over and help me get my gun back." We need a little of that Western spirit; we need that maintained in our business life. Unless there is something which keeps that spirit, the spirit of enterprise, in our daily life I think it is a sorry day for us indeed and we will have to learn the lesson all over again.

The qualities needed for the solution of our international citizenship are very similar to those which are needed in the solution of this problem.

I will not take much time to talk about citizenship in relation to the Province, or County, or school district. That is similar to the problems of the other relations of citizenship,—to maintain the very best for all, without sacrificing the interests of any one. I sometimes think that in our smaller circles of citizenship we find more difficulties, we come closer to individuals, and we all have peculiar individualities, and we get into so many little fusses that it seems harder to work out this combination for the general good in the smaller circles; but I plead with you, representing as you do these groups, I plead with you for that forbearance, for the seeing of the other man's view-point, and at the same time the devotion to the ideals and the principles which are inculcated in gatherings of this kind, so that you will not only be able to lead those in your community to the common good, and not spoil the whole thing by becoming impatient, but to bring folks to the point where they will see the common good and are willing to build for it. This will call for incessant energy and at the same time for unlimited patience. It makes me think of a conductor on the Rock Island. The train was creeping along, and an impatient passenger said, "Conductor, can't you go any faster than this?" "Yes", answered the conductor, "but I have to wait for the train!" You will find very often you will have to wait for the majority; you cannot get ahead of them. You must persuade them. You will have to get these ideas across to them, and get their minds persuaded to the same thing; otherwise you will be starting a little civil war in your community. We must maintain that unity, that "togetherness" of community life by which all will advance at the same time. You know, I think it is wonderful how far we have gone in that regard, the nature of our commercial organization, the mutual understanding and trust which are the basis of our whole system of relationship. In the community where I live I can write my name at the bottom of a piece of paper and trade it for actual dollars! Isn't it wonderful, though? That is a sample of our credit system in our business life. Why cannot we get that into our social relationship? That is what I want when I plead for that unity, that working together in communities, to bring about the common good. I suppose if we lived in some parts of the world we would appreciate it more than we do. They tell the story of one of our American representatives to one of the Balkan States; he was invited to attend a reception. He spent a very pleasant evening, but when about to look at his watch he found it was gone. He went to the President and got him to one side, and said, "I very much regret to tell you the situation here this evening, but I cannot find my watch, and it was a present from some friends in America, and I would be very glad if you, in some way, could assist me in recovering it". The President told him

him he was very sorry, and he would see what he could do. He said, "With whom have you been talking?" The American replied, "All evening I have been talking to the Minister of Justice". In twenty minutes the President handed the watch back, and after profuse thanks the American said, "Will you pardon a little curiosity but I am interested to know what he said when you got it back?" "Hush," answered the President, "he does not know I got it yet!" Well, we have considerably outgrown what in our business relationships; why cannot we outgrow it in our school district relationships?

Now, to give you a few of the qualities necessary to work out these citizenship problems; I will just touch upon them in outline. Certain things we must have if we are going to solve successfully the problems of the various citizenship fields. The first of these is intelligence. We were astonished over in the United States, we were ashamed, we were disappointed, when we learned the percentage of illiteracy in the draft army when it was gathered together. That is the danger point in any republic, the danger point in any country for our national defects and our national dangers grow best in ignorance, and where there are large groups of ignorant and illiterate gathered together you will find the culture ground for those germs that destroy national life. Merely making a man able to read and write is not enough. If you notice, the dangerous propaganda that is going on in our land depends very largely on the printed page for its spread. To teach a man to read and write may merely give him the instrument to get this propaganda. We must carry them further than the rudiments, or at least along with the rudiments we must give them the right ideals and the right ideas of national life; we must teach them to think, so that they will be able to discriminate and see through the proposition, and not be carried away by a first presentation. Our schools must do this for them if we are to be successful in attaining our ideals.

I stand for more technical education. It is a shame we have not had more of it mixed with our education in times past, and I hope that in every consolidated school there will be a large measure of it provided; but we must guard against the idea of running too exclusively to the vocational and technical. There are certain fundamentals which must be built into the lives of our boys and girls if they are to be made safe. These fundamentals, well learned, unquestionably develop a resourcefulness and versatility which enable the man to adapt himself to any exigencies and make good. That has been the characteristic of our Western type. You know there were certain folks in the Northern part of Europe who had the idea that simply because Canada and America had not military machines, the Canadian and American boys could not fight. They found out some things about it. If those who misled the German people into thinking the American boys or the Canadian and Saskatchewan boys could not fight had been the President of a College or the Superintendent of a high school in this country they would never have made that mistake! A certain father, it is reported, took his boy to college one Fall, and confided to the President that he was worried because his son had such a bad habit of betting, asking the President to take any steps he deemed necessary to cure him. The President promised, and next day he sent for the boy to come over to his office. The boy rushed into the inner office and said "I bet you

Mr. BUILDER, Mr. FARMER

If you are interested in a Hot Water or Steam Plant, also Plumbing in your building, Call, Phone or Write, and we will gladly submit estimates free.

A few of the numerous Plants installed in the country.

| | |
|----------------------------|-------------------------------|
| Mr. Goldie, Grand Coulee. | Mr. Spence, Penzance. |
| Mr. Frolick, Holdfast. | Mr. Hungle, Holdfast. |
| Mr. Gordon, Grand Coulee. | Mr. Ehman, Penzance. |
| Mr. Fahlman, Holdfast. | Mr. Wolff, Liberty. |
| Mr. Lane, Grand Coulee. | Mr. Irvin Wiebe, Liberty. |
| Mr. Shank, J.P., Holdfast. | Mr. Burkhardt, Holdfast. |
| Mr. Anhelicher, Holdfast. | Mr. Clarke, Estlin. |
| Mr. Rayner, Penzance. | Tantallon Consolidated School |

Plumbing installed in the country under Government inspection. All work guaranteed.

PITTS BROS.

Plumbing, Steam and Hot Water Engineers

1833 Osler Street, Regina, Sask.

Phone 5012

Here's How to Fight Blackleg

You can't save an animal that once becomes infected with Blackleg—but you can render your herd immune by vaccinating them.

The Cutter Remedies

Will give you 100 per cent. protection if you use them in time. We have secured an ample supply. Wire us at once.

| | |
|---|----------------|
| Cutters Blackleg Aggressive, 10 dose bottle | \$3.00 |
| Cutters Blackleg Aggressive 50 dose bottle..... | \$12.50 |
| Blackleg Filtrate, 10 dose bottle, | \$2.00 |
| Blackleg Filtrate 50 dose bottle, | \$8.00 |
| Blackleg Filtrate 100 dose bottle, | \$15.00 |
| Blackleg Vaccine Pills 8 cents per dose. | |
| Blackleg Pill Injectors \$1.25 each. | |
| Cutters Hypo Syringe for Aggressive and Filtrate | \$5.00 |

Jolly's Cash Drug Store

1821 SOUTH RAILWAY STREET

REGINA

Canadian Agents for THE CUTTER LABORATORY

Paint Education:

Use “BAPCO”

Paint and Varnish

“BAPCO” quality is so good that it not only preserves the wood but it lasts long and retains its Brilliancy to the end.
It saves you big Money.

BEST FOR FARM, HOME AND SCHOOL

British America Paint Co., Ltd.

Cor. 11th Ave., and Lorne St., Regina.

THE LADIES' TOGGERY

IS THE BEST PLACE TO BUY
THE QUALITY IS HIGH
THE PRICE IS LOW

Our Fur Coats and Fur Sets are made from the Best Selected Skins. That is your guarantee of Quality. Our Furs have the reputation of Beauty and lasting quality. Call and see them, or write us for further details.

We are showing an exceptional fine range of Cloth Coats both fur trimmed and plain. Styles are absolutely correct and the materials the finest we could procure. You will find some wonderful bargains here.

COMPLETE LINE OF LADIES' READY-TO-WEAR.

THE LADIES' TOGGERY

1772 SCARTH STREET,
REGINA.

PHONE 3464

J. D. KENNEDY,
Prop.

\$5.00 you have got a mole right in the middle on your back." The dignified President look aghast, but the boy repeated it, and added before the President recovered, "I bet you \$10.00 you have got a mole right in the middle of your back." A bright idea came to the President, and he "took him up on it." After the demonstration was completed, he took the \$10.00 bill and put it in his desk. Later the father became anxious to know how the boy was getting along, and called at the school. "I gave him is first lesson to-day," said the President, displaying with satisfaction the \$10.00 bill. "That is great", said the father, "tell me about it." "The foolish boy came into my office, and bet me \$10.00 I had a mole on my back." "You did not show him, did you?" inquired the father anxiously "Yes, I did", answered the President, "and I took his money as well." "Oh! That boy will be the death of me," ruefully replied the father. "Just the day before yesterday he bet me \$50.00 he would have the shirt off your back inside of a week." Now, I did not tell that story mainly to illustrate this point, but there was a Scotchman sound asleep in the second section down there, and I wanted to wake him up.

In finding words to express as symbols the qualities needed in working out our citizenship problems the first is "intelligence," the second is connoted by the word "efficiency". That is a very elusive word, a difficult word, and very few people know exactly what it is. A man who had been trying to get a definition of it for a long time, finally learned of an illustration that came the nearest expressing the idea. It was that of a man who bought goods from a Jew and sold them to a Scotchman at a profit! (Laughter). Making the most out of the least, or the fullest possible value! We certainly need to learn this lesson of efficiency at the present time, chiefly from the the national standpoint, for the one difficulty which we are facing in our land to-day, causing in part the difficulty of exchange, is the vicious circle of trying to get more money for less work. This is simply raising the price of everything, and re-acting upon itself. Men must begin to produce, and to produce as they have never produced before. The world is short in every direction and every line, and we will not cure the condition by being chiefly concerned about getting twice as much wages for half as much work. The vicious circle must be broken somewhere, and broken soon! It seems so strange, with this imaginary line between these two countries, to have the difficulty of exchange confronting us as it does. I hope it will result in the fact that you will buy your own manufactured goods instead of buying from us for a while, and turn our goods back upon our own markets, so as to bring about a readjustment of prices in our own country, for, being a salaried man, I would be quite willing to have these prices take a tumble.

But the one word efficiency calls for is the word "PRODUCE". Bring forth the goods! This is a matter of pulling together as groups or classes and it is as much true to your local citizenship as of your national citizenship. We must all pull together if we are to go forward with any real effectiveness.

This suggests the third word that I want to bring before you this evening, and that is the word "Co-operation". I was in the office of a Pittsburg business man not long ago, and I saw this definition of co-operation:

"Co-operation is simply remembering that
the harder you hit your competitor the
more you skin your knuckles."

This is a pretty good doctrine. We must learn the lesson of co-operation. We saw the effects of it during the War, and surely we will not forget it so soon. Are we to go back in business relationships to the pre-war basis,—war to the finish between certain classes; war to the finish between certain groups? Are we going back into that old condition of competitive chaos, or will we remember the lesson of co-operation that we learned during the War? I believe that groups should organize for defensive purposes but not for offensive purposes. Now I may differ with a great many of you here upon this particular point, and I will put it as mildly as I can, but I deeply regret to see Governments being organized or parties formed upon the occupational basis, whether it be of the manufacturing basis, or of the labour basis, or of the farming basis, or any other basis. If Government is to be organized upon an occupational basis there is one group that I would trust above others, and that is the farming group. (Applause). I will tell you why I would trust that group more than any other group. The farmer is neither a capitalist nor a labourer. He is both. Most of them own their land, and are capitalists; they work from morning till night upon that land, and are labourers; I would sooner trust that group in the struggle that is going on, and I would sooner trust them for a balanced relationship than any single group, but still, I DO NOT BELIEVE THAT ANY DEMOCRACY IS REALLY SAFE WHEN WE START USING THE OCCUPATIONAL BASIS AS THE BASIS OF PARTY Government, and I think that we are stabbing right at the very heart of democracy if we take this course. The Government of Ontario look like a pretty good deal, but I feel that we are embarking upon a mistaken plan and a mistaken ideal. In a democracy we must have government of the people by the people and for the people—but it must be for ALL the people, and not for any one group of the people. (Applause.) In other words, to sum this up under the head of co-operation, the industrial world is coming to realize that the secret of prosperity is the recognition of mutual interest, and any group which confines its efforts purely to its own interest, and is not concerned with the mutual interest of others, such group is not rendering its just service to the life of its nation or even to the fullest life of the group to which it belongs.

Now, just two more words. The next thing is, we must stand for honesty, justice and a square deal. In the long run we will get what we are worth, and if for the time being any group or any nation gets more than it is worth and more than it deserves, and more than it ought to have, it is creating a condition of injustice and therefore of instability which is certain to bring a re-action and right itself—probably with a crash. If there is any group that seeks to do less in service than it is capable of doing or paid for doing, that group is creating a condition of instability, because of injustice to itself and others, which is bound to produce a re-action. If there is any group that withholds from the market their possessions or manipulates the market so that they get an undue and unfair profit, they create instability and injustice, which means a re-action, and probably a crash, to bring them back to the proper level. You cannot pull off an unfair thing; you cannot pull off an unjust thing,

The Silent Alamo

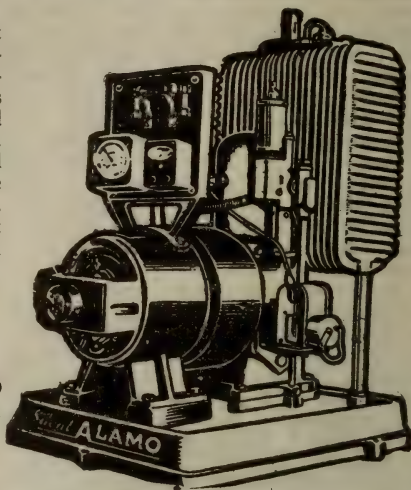
Farm Light and
Power Plant

Is the only plant that does not have to be anchored to a solid foundation, as this plant is scientifically balanced, and VIBRATION eliminated. It will operate at full load mounted on three ordinary drinking glasses, and will out-last the plant that shakes, rattles and bangs.

WRITE FOR FREE
CATALOGUE

The Ryan Motors
LIMITED - REGINA

There Is an Alamo
Agent Near You



Moore Light Co.

1459 Albert Street - - - REGINA

GASOLINE AND COAL OIL TABLE AND SYSTEM
LAMPS AND LANTERNS

Our Lamps light Villages, Churches, Schools, Stores and Houses all over the Province. Easy on the Eyes. Safe and Satisfactory. **Write for Prices.**

Canadian Distributing agents for the:

Page Valveless Milking Machine

Dr. Hertzl's Remedy

for Rheumatism, Lumbago, Muscular pains, Sprained wrists and ankles. This Remedy should always be on hand.

It is a wonderful cure as thousands will testify.

Prices: \$1.75 per bottle. Per dozen \$21.00. 20% Discount to trustees.

X E L L O

the best and safest cure for Cuts, Bruises, Burns, etc.

Prices: 1oz. boxes, \$4.20 per dozen. 2 oz. boxes \$7.20 per dozen. 35c. and 60c. per box. 20% discount to trustees.

Prices subject to change without notice.

Dr. Hertzl Remedy Manfg. Co.

1724 ROSE STREET

REGINA

**"O.K." Marking Devices
are Different**

Stamps--Seals--Stencils

Produced by artists in the best equipped workshops in the West—over 2000 sq. ft. of floor space devoted exclusively to the production of Marking Devices of every description.—Ask for List.

Our "SAME DAY SERVICE" has gained us lots of friends

School District and Municipal requirements
specialized

The O.K. Rubber Stamp Works, Ltd.

1856 CORNWALL ST., REGINA

PHONE 2856

H. Knowlden,
Gen. Manager.

Wholesale &
Retail

H. Prizeman,
Mgr. Mech. Dpt.

and get away with it in the long run. The principles of righteousness are rooted and fixed; the principles of justice are at the very foundations of society, and they will square themselves in the long run,—and honesty and righteousness, and a square deal we must have. (Applause).

And that simply dovetails into the last thought that I want to bring you in that regard, and that is that solution must be based upon the spirit of good-will. The reactionaries and the radicals are talking in terms of force! Force will not settle our industrial problems. Whichever side may be temporarily successful in the contest of force; they merely aggravate the general situation and postpone the final decision. These things will not be settled by force. The strike-like war and whiskey—is to become a thing of the past. War is doomed, just as fast as we can eradicate the causes of war. We look upon it as a thing which no longer should exist in a civilized world; and the same thing is true of a strike. Just as you have to remove the causes of war in order to get rid of war, you must remove the cause of strikes. We cannot get to a final solution if it is upon the war basis, or the force basis. People are beginning to recognize that. One of the most encouraging things at the present time is that the leading manufacturers and employers, and the leaders of the labouring classes are beginning to recognize the fact. John D. Rockefeller, Junior, and Lee of the Railway Brotherhood have both stated that the solution of the difficulties between Capital and Labour is to be brought about by the application of the Golden Rule, and it is only when you get back of a problem the fundamental principles of Christianity and get these applied through the individuals and through the groups that we may hope for a real solution.

And further, for this reason, I want to say that among the most important features of your community is not only your School House, but also your Church. Let me quote you something, not from a religious journal, but from the Manufacturers' Record:

"Above all else, this country needs a nation-wide revival of old-fashioned, prayer-meeting religion. A religion that makes a man realize that every act is recorded on his own conscience and that though that may slumber it can never die; a religion that makes an employer understand that if he is unfair to his employees and pays them less than fair wages, measured by his ability and their efficiency and zeal, he is a robber; a religion that makes an employee know that if he does not give full and efficient service he, too, is a robber. In short, we need a revival of that religion which will make every man and woman strive in every act of life, to do that which, on the great Judgment Day, they will wish they had done, as, with soul uncovered, they stand before the judgment seat of the Eternal."

You say this is an economic and not a religious question? This is a personal question; it is a question which has to do with personality, and that means it is a religious question; and only as we can get the spirit of goodwill into our national life will we be able to solve this problem.

I hope that this spirit will be spread abroad and inspire us in

our international relationships. I hope you will be patient with the land of which I am now a citizen. I hope that you will think well of us, and not think ill of us. I hope that you will put the best construction upon our conduct and not the worst. I hope you will not judge us by the yellow journals and some other things of that kind: and I hope you will be patient with us while we are trying to show to the world where we really stand. We came up to the opening of this war, I think, more an aggregation of groups than a nation. We are just trying to find ourselves, and we are more or less in a fog of politics at the present time, but I think you will find us standing by your side, hand in hand, when you make any endeavour for the interests of mankind.

Years ago in a country school in the Province of Ontario, in a Scotch settlement, the young school teacher had a decorating scheme of the interior of the room, over each one of the Gothic windows the Stars and Stripes and the Union Jack with the Canadian emblem were crossed. For three years those crossed flags appeared above each one of the windows of the school room, without a protest from any of the Scotchmen of the community.

It was a dream of that young school teacher's youth, a dream of the unity of the Anglo-Saxon peoples, because of their common language, common origin, common social life and common religion, under the ideal of service of mankind.

In the summer of 1917, when returning from New York City, I drove with a friend across the Suspension Bridge at Niagara Falls. When we reached the centre of the bridge, I exclaimed when I saw standing side by side, two soldiers on guard, but not on guard against one another. One wore the uniform of Uncle Sam and the other the insignia of the Maple Leaf. My friend laughed at my exclamation and said yes, a great many were amused at that, for the two soldiers stood in a very unsoldierly manner, leaning against the railing, talking and laughing together in a most fraternal way. I did not laugh but turned my face toward the Falls, in order that I might hide my eyes from my friend at that moment, for coming suddenly, it had been a little too much for my feelings, for there was one of the dreams of my youth realized, a representative of the land of my birth and a representative of the land of my adoption standing side by side, shoulder to shoulder in a common cause, the very highest that could call forth the service of men, namely the welfare of mankind and the service of humanity. My prayer is that that which I saw realized then may be continued an act of fellowship, active fellowship and association, not only in war but in peace, for the same high ideals and the same noble purpose.

MORNING SESSION

THURSDAY 26th, FEBRUARY, 1920

Chairman:

Yesterday we didn't have an opportunity of asking questions of Mr. A. W. Cocks in connection with consolidated schools, therefore we shall now give an opportunity for any delegate to do so.

Mr. Lewis:

Mr. Cocks gave an illustration yesterday in regard to a consolidated school district, that if five schools districts were put together you might possibly eliminate one or two of the teachers. The Government allow consolidated school districts up to one hundred sections. If so, would that not entail too long a drive to the school for the children? Is there any limit to the number of sections that are included in a school district?

Mr. Cocks:

When the School Act was first amended to provide for the organization of what we know as consolidated schools, there was a limit of fifty sections; but one or two districts which were organized began to urge that the limit be taken away, and finally an amendment was made which gave the Minister power to approve of a district even larger than fifty sections. Quite a number of the consolidated school districts in Saskatchewan have more than fifty sections, some between seventy and eighty sections. Yesterday I showed you a diagram which indicated that the average size was fifty and a half sections. The larger the district, as a general rule, the longer the van routes, and the more liable to complaints by parents and children as to the length of the drive. The best size for a consolidated district cannot be stated to apply to every part of the Province, so much depends upon local conditions. Speaking generally, I think the Department would recommend you to keep your district within reasonable limits, somewhere around fifty sections.

A Member:

When the vans go around, do they just go by if you live half a mile off the main road?

Mr. Cocks:

That is not a matter to be governed specifically by regulation or law, it is a matter to be determined by the Board of Trustees. Sometimes that very point causes a Board of Trustees quite a lot of trouble. They find that if they comply with the request of one parent and order a van to go off the road half a mile or so up to the house, then many other parents want the same consideration which immediately increases the distance to be travelled by the vans, and increases the cost. That is one reason why in a consolidated school district you need very capable and tactful trustees.

Lady Member:

Do you not think that this consolidated school will hurt our small children, it gets them out too early in the morning and keeps them too late at night? Is it not impracticable for a great portion of the Province?

Mr. Cocks:

That of course is one of the objections, and it depends on the length of the van routes and the length of time the van is on the

road. In an ordinary district children are living two, three or more miles from the little rural school. If they are going to school regularly, they have to get up early in the morning and drive their own rig to school. In the consolidated school district by the vans if the route is not too long, and the roads are in good shape, these children can be brought to school even quicker by the district van than they can by their own little buggy or cutter. So much depends on the local condition.

A Member:

You have not driven in that van in the winter, or you would know a difference!

Mr. Cocks:

A number of representatives from consolidated districts have told me that their children get to school in greater comfort and with less trouble under consolidation than they do if they drive themselves. One farmer who lived at the end of an eight mile route was asked if he was satisfied. He said, "Well, it's rather a long way for the children to go to school, but before we had consolidation I had to keep a special horse and rig to drive my children three miles to the country school, and I find now that they get home in the evening just a little later, but in better shape than they used to come home in their own little rig." In another instance I was told that the children were never warm in the winter months until they got in the van to come to school,—the van was so comfortable.(Laughter.)

A Member:

Where the children have to walk a mile or so to get to the van route, is there any accommodation provided or shelter provided for them?

Mr. Cocks:

I have not heard of any special shelter being built. There again, a difficulty arises if children have to walk a quarter of a mile or so to meet the van, and the van is not on time, they will get cold waiting for the van. You must have reliable van-drivers who will get there on time.

A Member:

One of my neighbours had lived in Iowa, and he said they had consolidated schools there and were not very well pleased with them, that it was hard to get a good driver and the children frequently had a rough time of it, as you know how these men sometimes pick on children. Another objection was that the van wouldn't be there, and the children would have to freeze for a while. Another objection was that they lived three or four miles from school, and they would take them around for a good long while.

A Member:

Is it advisable always to locate a consolidated school in the town or village, in other words, in the urban centre?

Mr. Cocks:

Not necessarily so. As I said yesterday, the consolidated school should be a school for the rural people, if you place the school a mile out of the village or town, you may have to convey all these children from the village out to the school, which would be expensive. For example, in one consolidated district where they have an attendance of about one hundred fifty children there are only twenty-six children brought from the country into the village. Well, if you are going to carry the other one hundred and twenty-five a mile or two miles out of town, you are going to make it very expensive. When we get more of this agricultural work in the schools we may find these consolidated schools situated on a quarter section of their own, and then, possibly, they would be just on the outskirts of some trading centre.

A Member:

Does a consolidated school have to be built as close to the centre as possible?

Mr. Cocks:

The same law applies in a consolidated school as applies in the village or rural school. The site has to be selected by the Board of Trustees, and if it is not in the centre of the district then it must be approved, in the case of rural districts, by the Rural Municipal Council, and in the case of village districts, by the Department of Education.

A Member:

Do you think it would be advisable in a district where the ratepayers were able to put up a good school, and where they have a school district of nineteen or twenty sections, to consider a consolidated school, or that in the smaller sized schools there is more co-operation between the parents and children, and the teachers and trustees, than there would be in a consolidated school?

Mr. Cocks:

I don't know that I understand that question very well. If the question is, if a district of about twenty sections is able to build a \$6000.00 school and have two or three teachers, are they not just as well off with that small district as they would be with a larger district and consolidation? In some cases that little village or town centre is just as well off without consolidation. Their school is probably not quite so large, and they will not employ quite so many teachers, and they will not be able to do quite so much high school work because of that fact, but on the other hand they will not be paying for the conveyance of children to school, and the taxes are liable to be less than in the consolidated

district. On the other hand the children who live further away from that centre in the rural districts will still have only that service which will be given by the rural school and they will not have the benefit of a graded school in that centre. Some people who are very keen on consolidation have said to representatives of the Department "Why does not the Department organize the whole of the Province into consolidated schools?" Well now, that would be very easy. At first perhaps it looks very difficult, but it would be very easy if we would only recognize this principle, that it is up to all the tax-payers in a country like this to get the children to school, whether they have any children of their own or not. (Loud applause). I know there are two sides to that question, but, if you do approve that principle all you have to do is to put an amendment into the law and say that in Saskatchewan every child more than a certain distance, say one and a half miles, from the school house, shall be conveyed to school at the expense of the district. (Applause)—and immediately every district practically in Saskatchewan becomes a consolidated school district. Then, of course, certain districts would find that they were too small, and they would begin to increase their territory until they got perhaps forty sections. Now I don't expect for a minute that that would be generally approved by all our people. We need a good deal of propaganda before we could get people to recognize that principle, but in my opinion every body should support the education of the children, and I feel that the parents of children have a bigger tax to pay, not directly but indirectly, than those who have none, and therefore if we can do anything to take the burden away from the parents we should do it.

A Member:

Has Mr. Cocks had any experience of separate schools coming into consolidation?

Mr. Cocks:

I don't think we have any separate school in any consolidated district. As far as my memory goes we have not. I do know of one or two places where the people were considering consolidation, but unfortunately there was a division among the people there from the point of view of religion, and a number, after considering the proposition, were afraid that the separate school might be organized if the consolidated district was approved, and at the present time they have dropped the proposition because of that danger—that is, they considered it a danger from a financial point of view, but in these districts that are organized, as far as my memory goes, we have no separate schools.

A Member:

In view of the fact that consolidated school districts are under consideration mostly all over the Province, would it be possible for the Department to draw out consolidated school districts, providing that in the event that any district does take this step in the future, these school districts will not overlap one another?

Chairman:

In reply to that delegate I would state that I sent in a resolution to that effect for discussion, to the effect that the Government should undertake to draft a plan or map outlining the best consolidated districts all over the Province, so that when a district wishes to avail itself of consolidation the trustees would have the best division in front of them. That is for discussion when it comes up.

A Member:

Could Mr. Cocks give me an idea of the average cost per quarter section in consolidated school districts?

Mr. Cocks:

It varies very considerably, dependent on the size of the district, the number of vans needed, and the number of teachers needed, also upon the kind of administration by the Board of Trustees. Probably the last remark is the most important. Some trustees are able to run a consolidated district quite economically, and others can dispense money like water, and immediately the taxes shoot up almost to the sky. Griffin was organized in 1918. In the year before organization the Griffin district was paying a tax of \$25.00 per quarter section. This year, with consolidation the tax has been about \$28.50 per quarter section, and they are very well satisfied. They are running, I think, six vans. That is an average tax per quarter section. It varies of course. Perhaps I should have mentioned, as I happened to choose Griffin as an example, that in Griffin the Board have made expenditures which are not usually made in any school district in the Province. I understand they have land to the extent of twenty-six acres belonging to the school. They employ a kind of combined caretaker and gardener, and I think they are paying him a salary of something near \$100.00 a month, and they can do all that for \$28.50 per quarter section, they anticipate next year that they will have to pay \$30.00 per quarter section. In many of the proposed consolidations where we have made arrangements for the district we find that it varies according to the size and those other things mentioned from \$25.00 to \$30.00, from \$35.00 to \$40.00, and sometimes up to \$50.00 per quarter section. Some time ago the people of Markinch decided that consolidation was the only thing for them. They instructed the trustees to get a consolidated district, but after watching Cupar, with seventy sections, they said they didn't want it so big. One man said—and he represented the opinion of most of the people—"It is better to pay \$60.00 and get our children to school regularly than to pay \$300.00 or \$400.00 to send them in to Regina", and he said, "We are going to pay the \$60.00 and have his consolidated district, and if our Board will not get it for us we will fire them and get a Board that will." Of course, it is all right for people who can afford it to talk like that,—I like to hear them,—but it is foolish for those who cannot afford it to talk like that, and in certain parts of the Province consolidation cannot be afforded by the people, but in other parts they can well afford it and there is no excuse for not having the best that you can afford for your children.

A Member:

I come from a district where the district school needs modernization. There is a movement on foot to do so but if we do so we build a bulwark against consolidation. Do you think it is wise for us to modernize our schools, or wait for consolidation?

Mr. Cocks:

Well now, that is a pretty big question,—whether it wouldn't be better to organize under the consolidated system instead of building a lot of one-roomed schools. At the present time in order to get the consolidation we have to get the support of the majority of the people who are going into consolidation. It sometimes requires a good deal of work and tact on the part of those who are going to organize a district to secure this assent.

Chairman:

Before we have any vote on consolidation we must hear Mr Stratton of Manitoba who has just come to the platform. We will call him later. Reference has been made to Griffin school district. There is no more progressive school district in the Province of Saskatchewan. It is perhaps our model district. It is in Mr. Kennedy's Inspectorate, and he is very proud of Griffin, and I think the executive might ask Mr. Kennedy to let us have the figures for the purpose of putting them in the Annual Report, so that all school districts of the Province will see what is being done in some districts; and while I am mentioning this, the executive request me to ask that any school district with a fine school, with fine surroundings, that they let us have a nice photograph and these will be published so far as possible in the Report as an inspiration to other school trustees.

A Member:

Take an ordinary sized consolidated school and compare that with the ordinary rural schools, how do they compare per pupil, for expense?

Mr. Cocks:

The expense per child is usually more in the consolidated district, because the conveyance cost is added to all the other costs. That is, it is more in taxes, but for the individual parent who has children it might be less.

A Member:

In the average consolidated school and in the average rural school, what is the average result as far as education is concerned?

Mr. Cocks:

With regard to the results obtained for the money expended—that is really a question—yesterday I had some plans or diagrams here which illustrated that the attendance of pupils in the Cupar district increased in four years, under consolidation, from forty-four

per cent to nearly ninety per cent. The difference was about forty-six per cent. That represented a saving in the rural district, or in the district before consolidation, as there was a lot of lost time and a lot of money spent and no returns for it.

NOMINATION OF OFFICERS.

At this stage the nominations of officers for the ensuing year was held and resulted as follows:

Honorary President

Mr. A. J. Sparling, Saskatoon.
(Acclamation)

Honorary Vice-President

Mr. J. H. Holmes, Saskatoon.
(Acclamation)

President

Mr. Jas. F. Bryant, Regina.
(Acclamation)

First Vice-President

Mr. F. W. Goulden, Ebenezer.
(Acclamation)

Second Vice-President.

Mr. A. J. Lewis.
(Withdrawn)

Joseph Needham, B. A. Unity

Mrs. Allen, Moose Jaw.
(Withdrawn)

Mr. A. E. Cairns, Melfort.
(Withdrawn)

(Mr. Joseph Needham, of Unity, was accordingly declared Second Vice-President.)

**Representatives on
the Executive for
City Districts.**

Mr. A. E. Cairns, Melfort.
Mrs. Allen, Moose Jaw.
(Re-elected amid applause).

**Representatives on
the Executive for
Village Districts.**

Mr. W. F. Anderson, Swanson.
Mr. Currie, Vonda
Dr. M. E. Griffiths, Macklin
Mr. A. M. Carmichael, Kinder-
sley.

President:

There will be an election to-morrow morning in this matter, and the candidates will have an opportunity of addressing the convention.

**Representatives on
the Executive for
Rural Districts.**

Mr. Bevis, Conquest.
Mr. Lewis, Lawson.
Mr. Jarreth, Victor School District.
Mr. S. P. Rondeau, Woodrow.
Mr. W. D. Patterson, Nordway.
Mr. W. J. Orchard, Tregarva.
S. D. (Withdrawn)
Mr. Anderson, Blucher.
Rev. W. H. Ellis, Shaunavon.
Mr. Alex. Dallas.

Chairman:

Mr. Anderson is nominated a candidate from the Village District.

(Election to take place to-morrow at 2.50 p.m.)

SCHOOL HYGIENE WORK.

In the absence of the Director of School Hygiene Miss Jean Urquhart gave a brief synopsis of the work which is at present being done by the school hygiene branch of the Department of Education in Saskatchewan and led the discussion thereon.

Miss Urquhart:

Three years ago Miss Browne was appointed Director of School Hygiene for the Province. To-day she has eight assistants, two of whom are doing work in the normal schools in Regina and Saskatoon. The other six are busy in the various parts of the Province. The school nurse makes her visits with the school inspector and while he is doing his work in the school quietly carries on the inspection of the children. When the inspections have been completed the parents are sent the necessary notifications and are advised where examinations by the family physician are necessary. The co-operation of the teacher is enlisted. A list of the children and their suspected defects is left with the teacher and a request made that results in the way of corrections be recorded and returned to the Department. The school nurse also makes her report on conditions existing in and about the school. This report comments on the grounds, the facilities for playing, the buildings, the lighting of the buildings, the school furniture, the black boards, the water supply. Some schools are very inadequately supplied with good drinking water. The

cleanliness of the school is reported on, the facilities for washing the ventilation and the toilet accommodation. Another phase of the work is that undertaken in the normal schools of Regina and Saskatoon. A nurse with special teacher's training is on the staff of each normal school, and school hygiene has its place on the curriculum. The normal students are first taught the principles underlying health, the importance of the physical development of the child and the necessity of the early formation of right health habits. The students are also taught the importance of the maintenance of hygienic conditions in the schools and the early symptoms of the common infectious diseases. It is necessary that teachers should recognize these early symptoms in order to avoid the spread of epidemics in schools. The students are also taught the most effective methods of dealing with the ordinary school emergencies which so frequently arise, such as fainting, hemorrhage from the nose, removal of foreign body from the eye, and so on. The work of the normal nurse is more or less prophylactic or preventive work and should do much in reducing the number of defective children found in all grades of schools. (Here Miss Urquhart read to the audience the annual report of the school hygiene staff for the year 1919.)

A Member:

I would like to ask Miss Urquhart what authority the trustees have to enforce the recommendations of the nurse. In conversation with a doctor in our part of the Province he seemed to be rather sarcastic about the qualifications of a nurse, and he asked me to state that there should be a union of municipalities to get a qualified practitioner to examine the children and that the recommendation of such practitioner should be enforced. I am informed that some of the recommendations of the nurse in our locality have been ignored.

Miss Urquhart:

Unfortunately it is very difficult to compel parents to pay any attention to the recommendations which we make. As a matter of fact the nurses are not making a diagnosis; they are simply making a recommendation that the child be taken to his own physician and examined. It is notifying the parents that some examination is necessary; if it is a matter of suspected infectious disease the public health officer of the district should be notified.

Mr. Bryant:

I may say that doctors in different parts have raised that objection, but the whole policy had been very seriously and carefully considered by the Government before the present system was instituted. It is believed to be a most up-to-date system and I think Dr. Thompson last year dealt with the subject fully.

A Member:

I might ask the question as to a child I have in my district who is very defective in eyesight. The parents are poor and are also unwilling that the child should be taken to have its eyes corrected.

At the present time it is impossible for the child to attend the public school. Is there any provision made whereby the health authorities can handle that?

Miss Urquhart:

The Junior Red Cross of the Province is taking up a special work for just such children as you mention, and both the Deputy Minister of Education and Director of School Hygiene are on the Junior Red Cross Committee, and are very glad to be notified of any such case, but apart from that, the Director of School Hygiene for the Province, if notified, can usually arrange that treatment for a good number of children in just that condition.

A Member:

I take it that the Junior Red Cross finance it and the School Hygiene Department look after it. But can a parent be compelled to let the child go?

Miss Urquhart:

Well, of course, that is a difficult matter. Sometimes they can be advised and tactfully handled, but it is pretty hard to compel a parent to take notice. Perhaps Mr. Bryant can answer that.

Chairman:

They tried to compel them in Edmonton to be vaccinated. A parent refused. There was a case before the court, and it was held that they could not. (Applause.)

Miss Urquhart:

Some one asked about engaging a nurse for a number of municipalities. The Director of School Hygiene can usually be depended upon to find a nurse with the proper qualifications who will work in the inspectorate with the school inspector just as in the Cities of Regina, Saskatoon, Moose Jaw, Swift Current and Prince Albert where they all have their own school nurse working.

A Member:

Do they come under the direct supervision of the school hygiene department?

Miss Urquhart:

Not when they are engaged by individual school boards.

A Member:

Would it not be better if they were systematized and came under that Department?

Chairman:

I may say that they work in harmony with the Department and the supervisor whom we have at the present time was our head

nurse at Regina. There is no conflict, and everything is working in harmony along certain definite lines. I understand—I am not in a position to speak on behalf of the Government in any way—but I understand that the ultimate object is to have a nurse in each inspectorate. It costs money to keep them and it is hard to get qualified nurses but they are working with that object in view. At present time the Department have opened up a work in the Normal school. Miss Jean Urquhart who is here to-day, is in charge of that.

A Member:

In the place I come from the women Grain Growers are trying to get the nurse into the municipality. They thought that possibly that nurse would inspect the schools, and the school districts pay a proportion of her costs.

Mr. Bryant:

Miss Urquhart doesn't know about that, and I don't know either, but I think that the Government would be disposed to regard favourably any such negotiations.

Mr. W. F. Goulden:

The teacher that we had there for the last eighteen months was very disgusted with our progress. Our school is built twenty years; it is one of those 28x24, and it has got a porch in the centre and she was very disgusted, and so was I, because it happened to be that I had to empty these old closets that we had there. Our Chairman came down there last year, and he heard some pretty good advice from Dr. Thompson, and going home we discussed what we could do about this thing. Later he came up and we had this porch and a space of about ten feet or twelve feet long, and we made a door from the inside of the school and we built out there and installed two sanitary closets. We have two compartments—one for boys and one for girls. This was perfectly satisfactory and the expense was very small. It is under the control of the teacher right in the school and it was perfectly sanitary.

Chairman:

A delegate asked the question about the municipal nurse. We have here Mr. Stratton who can tell you in a minute or two what they do in Manitoba about that.

Mr. Ira Stratton, Official Trustee, Winnipeg, Manitoba

I was interested in this discussion. I happen to have been at one time chairman of the board in the town of Stonewall. I was present in our local convention—we have some seventy of these—and it was there that the first proposal was taken up by the town of Stonewall. Our Government offered to pay one-third of the cost of the nurse, the municipality to bear one-third and the school the other third. We were the first rural district to take it up two or three years ago. We are thoroughly well satisfied with the arrangement and with the results. We have now, I believe, thirty-one public health nurses out in the Province. We hope to run the num-

ber to a hundred or more, and wherever they have gone the results are satisfactory, to most of the parents and to a large percentage of the doctors, and I think you might say to all of the school trustees. It is so satisfactory to me that I have personally engaged two of them to work from school to school, and I am charging up what would be the cost during the year to the municipality, and the school share to the individual schools. There is one question of course—compulsion. You have to shy at that, but I don't see why anybody should object, unless it happens to be one of those minor health officers whom I met last year and who stay very close to their own towns and forget the municipalities they take retainers from. I believe that public health is almost as essential in school life as an efficient teacher. I believe that the eleventh commandment one day will be "Thou shalt keep well."

CHILD WELFARE.

by Dr. HELEN MacMURCHY.

Mr. President and members of the Saskatchewan School Trustees Association, I thank you very much for your kind invitation to attend this meeting, and for the privilege of speaking to you. The Province of Saskatchewan is to be congratulated on the steps which for many years, almost since the beginning of her work as a Province, she has taken in the direction of Child Welfare. The establishment of a Child Hygiene Department in the Department of Education in the year 1917, when we were in the midst of a Great War, was a most important event, and its progress since has shown how it has been appreciated by the people of the Province. The work of the nurses in the schools and in the different districts has been excellent, and is known throughout the whole Dominion. It is evident, also, that the Commissioner of Public Health has a great appreciation of the importance of Child Welfare.

On this occasion, before a gathering so eminently representative it would seem that the national aspect of Child Welfare, when you have no small part of the nation represented here in Council together, would be the right one to bring before you. The Roman race moves forward on the feet of little children. (Applause). But we have forgotten that, and we must re-educate ourselves. When Queen Victoria was born, on May 24th 1819, there was not one Act on the British Statute Book that was really framed for children's protection and in their special interest. Children were supposed to exist for the profit and convenience of their parents. In "Rob Roy" Sir Walter Scott puts into the mouth of the inimitable Andrew Fairservice a reply which shows that attitude of mind. One being asked to do an errand he had no mind to do, he replied "Folk may just serve themselves till their bairns grow up, and gang their ain errands". In the Roman Empire the father had power over the life and death of his children. All the same, Plutarch and Plato seem to have known more about the importance of Child Welfare than the average Canadian father. As we look down through the ages of history, the survival of the ancient Hebrews is explained, partly at least, by their supreme respect for the home and the family, by and

their successful and loving discharge of parental duties. Israel, whatever his faults were, was a good father. Rachael was a good mother, and the Children of Israel to this day follow in these traditions of their race. On the East side of New York there is a large district where the percentage of infant mortality is much lower than the average, and the only explanation is that this is a predominantly Jewish district.

The final test of any civilization is this, "Can you take care of your children?" "Do they live, or do they die?" The physical, social, political and spiritual future of the nation depends on the answer. The babies of the nation are numbered by the thousand. Do they stay—or do they go? So, accordingly, will the nation flourish or perish. What is our infant mortality rate? Of every thousand babies born in the year, how many die before the end of the year? The truth is that for Canada no one can answer that question. We have not got our statistics. Until lately we have not realized the importance of keeping statistics. That does not apply to the Western portion nearly so much as it does to the rest of the country, but there are some portions of the Dominion where, until attention was drawn to it by the Government, there was no proper record kept at all of births, marriages and deaths. Let us look at those in England and Wales. Their statistics on Public Health subjects are the best in the world.

In 1841 to 1850 in England and Wales 152 babies died every year out of 1000 born. In 1891-1900 in England and Wales 153 babies died every year out of 1000 born. But in 1910 the infant mortality was 105. It began to improve in the Edwardian era. About the same date, 1910, this was the corresponding infant mortality in:

| | |
|----------------|-----|
| Russia. | 248 |
| Germany. | 192 |
| Roumania. | 186 |

But that does not really represent our loss. The loss to the nation is about double that when you count in still births, miscarriages, abortions, etc., We really lose about twice as many. For the years of the duration of the Great War infant mortality has improved in Great Britain and in France. More children have been saved alive. How has this miracle been performed? As all miracles have been performed,—by the inspiration of God, by learning, and by labour. And first of all there was a slow but true change of heart. The darkness of fatalism, apathy and ignorance began to pass away, and light began to arise. Interest, knowledge and energy, capacity for thought and effort, came to the help of the children doomed to destruction in the darker ages, and this re-education was very genuine, the results were so brilliant and so satisfying to the heart and the conscience of the nation that legislation was secured without delay. The public Treasury was opened, and money poured out, even in the midst of the Great War, for Child Welfare. The stuff of which false Gods are made,—gold and silver, iron, brass, wood and stone, flocks and herds, and materialism of every kind, once more took, at least for a little time, its subordinate place, and the true national riches, the people and their children, claimed the interest of statesmen and the thoughts of the people. This came about somewhat slowly, although it was longed for and prayed for in the Victorian era.

In 1906, under the patronage of the King and Queen and the presidency of John Burns, the first National Conference on Infant Mortality was held in London. On September 18th 1907, the "London Daily News" said:

"The movement for the prevention of Infant Mortality has now become one of the great world movements, in which humanitarian workers of all nations may find a common basis for their labours."

In 1907 the first International Conference on Infant Mortality was held at Brussels. In 1910 the American Association for the study and prevention of Infant Mortality was founded, and in 1912 the education of the world on this subject was greatly advanced by a series of exhibitions. In Montreal, the Child Welfare Exhibition; in Philadelphia the Baby Saving Show; at the Olympia in London the Children's Welfare Exhibition. In the same year, 1912, the Children's Bureau was founded by the Government of the United States and attached to the Department of Commerce. When the Department of Labour was established in 1913 it was transferred to that Department, and has done most advanced, important and constructive work under the chief, Miss Julia Lathrop. It has now a staff of about one hundred doctors, nurses and other trained workers, and about one hundred additional workers are engaged on the outside staff of the Children's Bureau. The Department of Commerce or Labour, as it is in the United States, Local Government Board or Minister of Public Health, as it is in Great Britain, are good, put perhaps the time is coming when there will be a Minister of Children, and some day, perhaps, that Minister will be a woman! (Applause.)

Fatalism and apathy relax their hold very slowly, even on the leaders of the movement. "Child Life and Labour", an excellent book published in 1908, says that "We are justified in speaking of a Normal Infantile Mortality Rate, and must expect that out of a thousand babies, fifty to eighty will die." Perish the thought! That is quite behind the times now. In New Zealand the infant mortality is down to forty, and Dunedin, New Zealand, in 1912-1913 it was 38. The London "Lancet" in 1917 reported that in the Village of Villiers-le-Luc in France, from 1906 to 1916 the Infant Mortality was zero. Not one baby under a year died there from 1906 to 1916. We could do that in some Canadian villages. It is true that Dunedin is a small city, and Villiers-le-Luc a country village. But think of New York which had an infant mortality of 144 in 1907, and 1916 of 93. Think of London, with a population of about 8,000,000, and an infant mortality of 91 in 1916. Think of our Canadian enormous loss of man power and woman power under one year of age. Compare this loss with our noble loss—full of grief and full of glory—in the Great War. 60,000 Canadians gave their lives for Canada and for the peace, the freedom, and the justice of the world. No other ransom would do us. This is a noble loss. But there is another loss, an ignoble loss. In these years, 1914-1918, we more than equalled that noble loss by our ignoble loss in infant mortality of over 77,000. Nobody knows these but you. You know them now. Let me give you a few other figures.

ONTARIO

| | |
|---------------------------------|-------|
| Deaths under one year 1914..... | 6835 |
| 1915..... | 6338 |
| 1916..... | 7000 |
| 1917..... | 5777 |
| | 25950 |

In the cities:

| | |
|----------------------------|------|
| Montreal, 1917..... | 107 |
| Toronto, 1916..... | 126 |
| Winnipeg, 1916..... | 126 |
| Winnipeg, 1916..... | 117 |
| Vancouver, 1916..... | 144 |
| Ottawa, 1916..... | 222 |
| Hamilton..... | 102 |
| Quebec, 1917..... | 203 |
| London, 1916..... | 135 |
| Calgary, 1916..... | 77 |
| St. John, 1916..... | 1188 |
| Victoria, 1916..... | 122 |
| Edmonton, 1916..... | 100 |
| Brantford, 1916..... | 104 |
| New York, 1916..... | 90 |
| Chicago, 1916..... | 111 |
| Washington, 1916..... | 110 |
| Boston, 1916..... | 104 |
| London, England, 1916..... | 91 |

PROVINCES

| | |
|-----------------------------|-----|
| Saskatchewan, 1916..... | 91 |
| Alberta, 1917..... | 87 |
| Manitoba, 1914..... | 113 |
| British Columbia, 1916..... | 107 |
| Ontario, 1916..... | 107 |
| Quebec, 1916..... | 165 |
| Novia Scotia, 1916..... | 120 |

I am indebted to the Dominion Statistician, Mr. H. R. Coats, for most of these figures.

Our registration of births is not at all complete, and that is a very important thing. It is a citizen's duty to see that every birth is registered. In an investigation as to the registration of 616 births in Massachussetts, it was found that 301 mothers said they did not know whether the babies were registered or not, 192 said they were registered, and 123 said they were not registered. Once it was thought the infant mortality was just the survival of the fittest, that it was was the babies who could not live who died. We know now that that is not the case. Sir Arthur Newsholme, Chief Medical Officer of the British Local Government Board, has been able to prove beyond a doubt that where infant mortality is high, general mortality is high. The causes that kill one or more out of every ten infants in Canada to-day may disable and impair the health of the other nine. Those who have re-educated themselves, and re-educated public opinion on the subject of Child Welfare have quite a

different outlook on life. For instance, in January 1918 in the House of Commons in London, when everyone's mind was full of the prospects of the War,—and those were none too bright—that at the time we were setting our faces like a flint and calling upon the Lord for help—at that time at question time in the House of Commons Mr. Whitehouse, M.P. rose in his place and asked whether the Parliamentary Secretary or the Minister of Food could state whether babies and young children had the preference over all other citizens in the distribution of milk. And he asked him another question he said, could he tell him the approximate cost of milk for a little child of one, at that date. Mr. Arthur Clynes, the Food Controller, replied that every Food Control Committee in Britain had power to say "Children First" in the distributing of milk, and that the cost was approximately fivepence to eightpence per day for milk. We and our governments are re-educating ourselves. It has not always been "Children First", and not always did His Majesty's Ministers know the cost of the children's milk.

In 1919, the most important new legislation in the British Empire was the Ministry of Public Health Bill. Now, that bill has been on the way for a hundred years. It has come at last, and although it was one hundred years on the way, the Minister of Health was appointed to Great Britain, with charge of every matter of health. Viscount Knutsford, in supporting the bill, said that the preventable infant mortality in Britain is about one thousand per week that is, one thousand babies die every week whose lives could be saved. He said, "That is a fact of stupendous importance." He urged the importance of medical research, stating that at one time the country was paying one thousand pounds sterling per week to poor girls in munition factories poisoned by T.N.T. till the Medical Research Department found out the cause, stopped the trouble and saved all that money. In other words, what we must do is to study and learn about child welfare ourselves, and to provide for skilled medical research into all aspects of the matter. The department of Medical Research which saved one thousand pounds a week can save a thousand babies' lives a week, with the help of public opinion. That is one thing that the Ministry of Public Health is made for.

What is our preventable infant mortality in Canada? Everybody knows we have not got the figures for it, and we must get those figures. The Department at Ottawa is trying to get those figures now, but there is an estimate that it is something like three hundred babies per week. We can save those lives, and we must!

If any further proof of the turning of the world to the child is needed, it might be found in the proceedings of the Inter-Allied Red Cross Conference at Cannes in April, 1919, where it was decided that a Central Organization Bureau of Hygiene and Public Health should be set up to stimulate and co-ordinate the voluntary efforts of all nations through their Red Cross Societies for the promotion of sound measures of Public Health. It was further agreed that among such measures Child Welfare has no rival in importance.

Now let us put together for a moment what we have learned about Infant Mortality in Canada. We know we lose about one hundred out of every thousand born each year, then we know that

forty out of the hundred dead Canadian babies died in the first month, and most of them in the first week. What does that mean? We do not take care of the mothers! The causes of death in this first week or the first month of life are really ante-natal. Second, about another 40% of these dead babies died from malnutrition, and summer diarrhoea. Briefly, we did not know how to feed them. Now this is a national question. The children are the children of the father and the mother, but they are Canada's children too. How did Great Britain and France manage to lessen their infant mortality during the War? They took care of the mothers, and fed the children.

In May, 1919, in Washington, through the genius and foresight of Miss Lathrop, Head of the Children's Bureau, an International Conference on Child Welfare standards was held, as a fitting conclusion to the United States Children's Year, and by invitation of the President and the people of the United States. The Children's Year in the United States was held in 1918-1919 with the aim of:

- (1) Saving alive 100,000 more babies, thus reducing the waste of child life.
- (2) Realizing a proper economic home standard, with the mother at home.
- (3) Keeping children at school,—not at work.
- (4) Giving children recreation.
- (5) Protecting children who need special care.

Great authorities on Child Welfare from Britain, Belgium, France, Serbia, Italy and others of the allied nations, sat down together with their American hosts, who represented 11,000,000 women and several million men, all of whom had helped in the Children's Year to set forth clearly certain minimum standards as a starting point in Child Welfare work. The nations of the world are going to run a great race for Child Welfare, and what we were discussing was where the race was to start from. We all feel that Child Welfare must be thought of nationally; more public effort must be put forth. This is the nation's work as well as the individual's work.

There were three main lines of thought running through the Conference. They thought about:

- (1) Child Labour and schools.
- (2) Children in need of special care, and institutions.
- (3) The child, the mother and the home.

(1) Child Labour can only be prevented by giving the child his chance, as the Fisher Bill does, to stay at school, and making the school prepare him and her for a full and rich life, introducing him to skilled training, and making the most of him, so that he can give the world his best, and, instead of being thrown on the scrap heap too soon, enjoy the dignity, usefulness and joy of a life in which there is good work, and "a little treasure, a little leisure and a little pleasure",—an opportunity to realize the ideal of what human life should be.

(2) As to children in need of special care,—who and where are they in Canada? There are some in schools, but no special classes. It is an important matter, but time does not allow us to speak of it now. In Ontario in 1916 there were 938 Children's Wards of Children's Aid Societies; 2300 children before one juvenile court; one hundred children in other juvenile courts; 4664 children in orphanages which received Government grants, making in all 8002 in that Province, the population is about 2,500,000, so that in the

whole of Canada with a population of about 8,000,000, there must be at least, including 1000 children as the estimated total number in homes or orphanages which do not receive any Provincial grant, about 25,000 children who need special care.

This question calls for our most careful study, a study which should be followed first by a change of heart and then by action. Both are needed. There is a call for you for leadership in Child Welfare.

The third line of thought and action which centres in the home, is, of course, the main line, and indeed if we could only attain the aims of Child Welfare in the home for every child, the two other lines of thought and action will almost disappear.

What is the minimum standard for the mother and the child in the home? The child's destiny is largely decided on the wedding day of the father and mother. When the bride thinks of the bridegroom as the ideal father of her child, and the bridegroom thinks of the bride as the ideal mother of the child, then is the nation's future happy. What are the needs of the father? A father's character, and a living wage. Everything is going up, you know, in price. It used to cost about \$30.00 to lay a baby in the cradle—doctor and nurse, and all the little extras you need to have at that time, especially the little extra help for the mother in the home. I am sure it must now be something like \$50.00. But for all that a baby only costs about \$6.00 a month to maintain,—but the cost of a baby's funeral is about \$100.00. That is the worst investment of all.

It has been proved that infant mortality is dependent on the father's income. If the father's income is \$450.00 or below that, the infant mortality is 243; with an income of \$1250.00 the infant mortality is reduced to 50. The destruction of the poor is their poverty. The one-roomed house means desperate poverty. Mothers allowances would help. The remission of taxes on income according to the number of children would help.

What does the mother need? She needs education in girlhood in the profession of home-making and motherhood. The schools should do something. It is absurd that they do not, when you think of it.

Second, decent and comfortable housing conditions, including water inside the house. Babies need a house to live in, not to die in. You must have a good Department of Health—but I feel sure that you have that in this Province. Then you need, also, skilled care of doctor and nurse for the baby and the mother, both before and after the baby's birth, and the public authorities must provide this all over the country for those who need it. Then the mother needs freedom from overwork and worry, and good, nourishing food of the right kind.

Then what about the mother who has to go out of the home for wages? That is not right. That is a tragedy. But that is a large subject, and one into which we can hardly go this morning.

What does the baby need? A real mother and a real father, and nursing by the mother. We need re-education about that. It is a striking thing that in the nineteenth Century, in which there was no improvement in infant mortality, people fell into the error of

EXCELLENCE IN FURS

and prices within the reach of all.

You will be pleased with our offerings in
charming fur coats and fur sets.

Our long experience in the
fur business has won us
thousands of satisfied customers.

GRILLS & Co.

1873 Scarth Street

R E G I N A

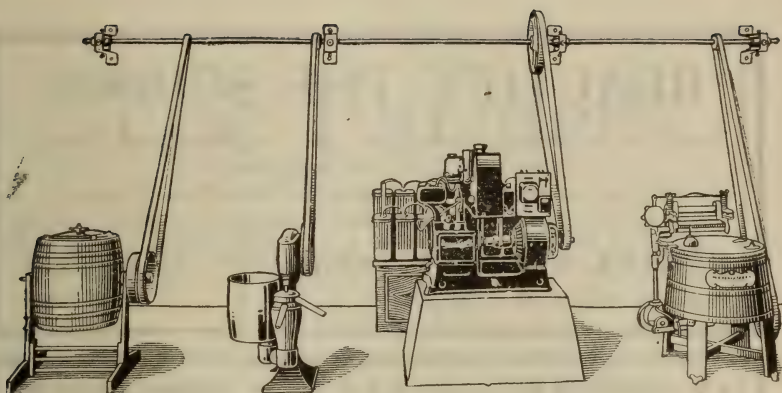
SEND US YOUR MAIL ORDERS FOR
Public School Books
High School Books
School Library Books
School Supplies

We are better equipped than ever before to give
prompt and efficient service. Our stock is
large and complete

ALL ORDERS FILLED SAME DAY

Ask for Catalogue

Canada Drug and Book Co., Ltd.
R E G I N A



You Better be Sure Now than Sorry Later

You feel the need of a lighting system and power plant combined, for your home and farm buildings. But you want something that's going to stand up and deliver service for years to come without giving you a lot of bother and expense.

Genco Light

has all the good points of other systems without a single weak feature. GENCO is a lighting plant plus a perfect power plant, all ready to hitch to any and every small machine on your premises; your washing machine, cream separator, carpet sweeper, pump, feed grinders, etc.—everything that can be belted to the pulley of a two-horse power engine. All this without a penny outlay for extra motors. The GENCO plant is built to serve and stand up for years and has not a fault or weak spot at any point. Here, at last, is a lighting and power plant that keeps faith with the farmers. Write for all the facts in the case and give us a chance to prove every claim we make for GENCO LIGHT.

Saskatchewan Motor Co., Limited

1951 ROSE ST.

REGINA

Distributors for Saskatchewan

BEAUTIFY THE SCHOOL

Teach the children to Love and Care for Plants and Flowers.

Write or Call for Suggestions.

We can supply the best Flowers for School and Home.

Gold Fish and Canaries.

REGINA FLORIST COMPANY, LIMITED

1935—37 SCARTH STREET

REGINA

IT SPARKLES LIKE A DIAMOND Lawrence's ALL-ROUND POLISH

Keeps the Furniture in the home and the School Clean,
Bright and Sanitary. Excellent for removing ink Stains. A
Brilliant Polish for Furniture, Autos, Silver and Glass.

Two Sizes—75c. and \$1.50.

F. M. LAWRENCE, Sole Manufacturer

REGINA,

SASK.

School Books and Supplies

BOOKS AND STATIONERY

MAGAZINES AND FOREIGN PUBLICATIONS

WHOLESALE AND RETAIL

PENNANTS

Regina Book Store

1815 Scarth St., REGINA

Next to Elite Cafe

... Printing ...

WHEN you need PRINTING of any description in
any quantity and quality send your next order where
you are assured of service and satisfaction.

McInnis Brothers, Limited

1731 Rose Street, REGINA

Phone 4133

The Farmer

who is going to install

PLUMBING and HOT WATER HEATING

in his home will be well paid for taking a little time to inquire from some of our rural customers listed below as to how they like the system we install.

Better Still—Go and See for Yourself

You must live near to some of our customers. Take a look over this list. Pick out the one who is nearest to you and judge for yourself.

| | | |
|--|--------------------------|---------------------------|
| A. Nolan, Rouleau | J. W. Cornish, G. Coulee | P. Materi, Vibank |
| F. Nolan, Rouleau | E. J. Barbour, Imperial | W. Weston, Lorlie |
| S. T. Powell, Pitman | F. Davis, Imperial | T. Coulter, Abernethy |
| W. Allan, Grand Coulee | W. Weightman, Simpson | B. McConnell, Cupar |
| W. Jennings, Ft. Qu'Appelle | R. A. Pangelly, Cupar | W. Thompson, Cottonwood. |
| C. Kyles, Richardson | H. Teitzens, Kenaston | L. McDougall, Craven |
| W. Carman Bradley, Keddleston | W. J. Shaw, Imperial | E. A. Stillborn, Finnie |
| T. Copeland, Gd. Coulee | J. F. Forbes, Gd. Coulee | W. Foster, Abernethy |
| Government Fish Hatcheries, Ft. Qu'Appelle | O. Etter, Imperial | W. Savage, Ft. Qu'Appelle |
| Ft. Hotel, Ft. Qu'Appelle | V. Wilson, Simpson | D. McKenzie, Duval. |
| A. A. Downey, Arlington Beach | L. Peacock, Simpson | J. McKenzie, Duval. |
| J. R. Street, Stoney Beach | W. Fielding, Simpson | E. Potter, Gd. Coulee |
| J. R. Gordon, Cupar. | H. Lane, Simpson | J. Wilson, Gd. Coulee |
| P. Draper, Gd. Coulee | J. G. Potter, Imperial | W. Vancise, Gd. Coulee |
| P. Ferguson, Cymric | E. Grant, Pense | J. Cross, Estlin |
| C. Anshelm, Kenaston | J. Pearault, Gd. Coulee | H. James, Ft. Qu'Appelle |
| J. Haas, Kenaston | R. Robinson, Regina | W. Botkin, Rouleau |
| | G. Basch, Gray | E. Etter, Stalwart |
| | G. Hummel, Nokomis | O. D. Johnson, Imperial |
| | W. Mooney, Hawarden | |
| | W. Mooney, Stalwart | |
| | T. Webster, Estlin | |

When you have enquired, examined and have been convinced, write or call. We will be pleased to quote you prices.

Vagg, Wilson & Company

SANITARY AND HEATING ENGINEERS

Estimates Given Free.
Phone 3062.

Country Homes a Specialty
Office: 1801 Retallack St.

REGINA, SASK.

the artificial feeding of infants. As a general rule, all mothers can nurse their babies. Here is a modern example of that truth. In Paris, during the War, Dr. Pinard had supervision of 16,579 births. The authorities in the city of Paris realized in the Great War that they must do something for the poor babies and their mothers. Here is his report in about six words: "All the mother were able to nurse the babies". And one reason was that he was there to help them and encourage them and show them how. There are just a few simple rules about teaching the baby to nurse. Dr. Eric Pritchard, London, gives a case of a baby that was artificially fed for five months, and on his advice the mother succeeded in feeding the baby again, and the baby thrived. Dr. Truby King, of New Zealand, says that nursing by the mother is the means by which they have the best infant mortality record in the world. Artificial feeding will see dolls sold with a feeding bottle attached. I really would like to see a person arrested who would do a thing like that. We cannot buy the ideal baby's food with money. You cannot raise an imperial race on the bottle. Nursing by the mother is perfection, and its advantages are immeasurable. It is natural. The next thing is regular habits, feeding every three hours and none at night; soon every four hours will do. Very soon the baby will get eight hours quiet sleep at night. That is best for everybody, the father, the mother and the baby. The baby wants to sleep all the time at first. He likes to sleep about twenty-two hours out of the twenty-four. Start him off at whichever hours are most convenient, and always feed by the clock. This gives the mother needed freedom, and it suits the baby to perfection. One more important thing about the baby learning to nurse is that he knows how to do it right on arrival. But unless you give him a chance to practice he forgets. The baby ought to be put to nurse within twelve hours after arrival. The baby needs also to be warm, comfortable and dry, not too many clothes and not too tight. And the baby needs air. The fresh air baby is the best.

We have just finished the year 1919. Nineteen centuries and nineteen years since—when? Since the birth of a Child. The Herald Angels summoned the shepherds to the discovery of a child. This is the song: "Ye shall find the child." This is the Children's Age. We have taken a long time to understand what He meant when He said "Of such is the Kingdom of Heaven."

The poets have taught us the divinity of childhood. Mrs. Alston, in this year's "Poetry Review" says that to study the child in poetry is to study the history of our own spiritual evolution, and that this change of attitude towards children is the most significant evidence of the spiritual development of man. It means that we are more ready to accept God, and more responsive to the spiritual elements of life.

"Not in entire forgetfulness,
And not in utter nakedness,
But trailing clouds of glory
Do we come from God, who is our Home."
Wordsworth.

Swinburne says;

"Oh, child, what news is there from Heaven?"

Those who love children best do the most for their generation.
(Loud and prolonged applause.)

AFTERNOON SESSION

THURSDAY, FEBRUARY 26th, 1920

Address by the Honourable Samuel Latta.

Mr. Chairman, ladies and gentlemen, I had as an introduction to my speech an apology because Mr. Martin was not able to be present. The Chairman has taken that part of it away from me.

I believe there is no time in the history of educational institutions when we have not had plenty of criticism. Our educational institutions in Saskatchewan are no better than any other educational institutions in this respect. We have those amongst us who praise our institutions, those of us who feel that they are doing fairly well; and those of us who would scrap the whole and build something new in its place. For my own part—and as Mr. Bryant intimated to you I think I am able to speak with some considerable authority having spent about twenty-three years of my life in a public school as a teacher—for my own part, while our system is modelled after the system in many Eastern Provinces, and after the system in many of the States of the Union, for my own part, I say I think that our system compares very fairly with any other system modelled in the same way. While that is true, Mr. Chairman, some of the criticisms that we have of our system ought to be taken recognition of. One of the criticisms is that often the graduates from our educational institutions who hold diplomas from these institutions are incapable of undertaking the responsibilities of citizenship after they leave them. I remember my own father finding fault with me, after I had attained a certain grade in the public school, because I couldn't find out the value of a load of wheat with a pencil and piece of paper as quickly as he could in his head. There are some who criticize our institutions because they say we give attention to the sentimental side and all the fads and fancies of educationalists and neglect the practical part of a child's education. Others say that Latin and Greek, and such subjects, have been eliminated from the elementary programme, and we thus deny the child all the strengthening mentality that comes from a study of these subjects. Others say that we miss the point because we do not consider the development of the inner life and they would substitute this teaching in the public school for work that is done at the present time. Others criticize our institutions because they say we should get free from the traditions of the past and get down to modern requirements and give attention to such things as suit conditions at the present time. Others find fault with our education institutions because they say we overload them, we expect them to do too much, that they cannot do what a great many educationalists say they ought to do. Those are some of the objections that I have heard of our educational institutions. All agree, however, upon one point, that the purpose of the public school is to educate, but professional educationalists differ like medical professional men. What is good in the eyes of one is poor in the eyes of another, and there you are.

As another preliminary to what I have to say to you this afternoon I want to read to you some of the definitions that have been given by noted educationalists of the term "Education". Herbert Spencer said, "To prepare us for complete living is the function which education has to discharge". W. E. Gladstone said: "A means of making the human mind suitable for whatever purpose it may be required to be applied to". These are some of the definitions. I am going to leave them with you. I want you to have them in your mind preliminary to what I have to say to you about the educational problems we are up against in this Province. These things, as I say, many of them, might be left to the professionals to decide as to the curriculum that we should have in our public school. I am reminded that there are three epochs in educational history. In ancient times they educated the child for the state. That was the primary object. In the middle ages they educated the child for the church. In modern times, up to the present at least, the object of education has been to educate the child for himself. (Applause). I think, Mr. Chairman, that the education of the future will be a sort of semi-combination of all three. I want to remind you of another fact, as preliminary to the problem I want to deal with, that the school is a state institution, organized by the state, directed by the state, whose policy is outlined by the state, and whose finances are provided by the state. But what of the state? One definition says that it is any body of men who constitute a committee of a particular character in virtue of certain particular privileges, who partake, either directly or by representation, in the government of a country, the whole people united into a body politic, a self-governing community. Yet we so often think of the state as being something far removed. Another great writer said that the democratic state was government of the people for the people by the people. Observe the prepositions "of"—and "for"—and "by". "Government of the people" suggests the special qualities that every citizen should possess; "for the people" suggests one of the fundamentals of democracy, being in the interest of all the people committed to the principle of democracy, namely: that the greatest good comes to you and to you and to you,—that the greatest good comes to all the people, where for the time being I may be deprived of something, yet I must be content to be deprived of that thing feeling that the greatest good will come to me as a shareholder with the great matters of citizenship. "Government by the people" suggests the sovereignty of the people, that that thing we call our government, constituted by representation, that we elect as our servants. We are the masters. We put them there to serve us, and we reserve the right to depose them. So much then for the definition of democracy. Let me ask you a question. Remembering that the citizen is sovereign and subject, and partakes of his interest with others, how can a people rule themselves intelligently and well if they themselves are not intelligent and virtuous? They cannot. It is an impossibility. I have never been able to find out in any community of people who are themselves sovereigns and citizens, who by themselves rule their other selves, who can do so well, unless they are intelligent and wise. Consequently, the public school being a state institution, the first interest of the state in that institution should be embodied in the term "Self-preservation is the first law of nature." Plant life is perpetuated by the propagation of its kind. Animal life is perpetuated by the propagation of its kind. Is it too much to say, Mr. Chairman, the

institutional life is perpetuated by the propagation of its kind? What are the agencies that the state has within its power to perpetuate its kind? What are the agencies that the democratic state has to perpetuate democratic institutions? The home, the church, the club and the school. Which of these institutions is the most efficient? Dr. McLellan one time said, "The ingenuity of man cannot provide an educational institution that will take the place of the home." Go over all this carefully in your mind. After you have done that, you will probably come to the same conclusion that I have, that the school institution transcends them all. It is the only one universal agency that is in the hands of the state for the propagation of its institutions. Coming down to that, let me look for one moment with you at the material at hand in the Province of Saskatchewan for the perpetuation of citizenship in order that democratic institutions might survive. I want to read you a few statistics. According to the census of 1916 the population of the three Prairie Provinces was 1,698,220. Of this, 1,212,283, or 71%, were British born; 485,937, or 28%, were foreign born. Of the total population 726,000 and a little over, or 42%, were of foreign origin, 972,000 and over, or 57% were of British origin. Out of a population of 1,240,374 of the age of ten years and over, 790,941 were British born, 449,433 were foreign born. Of these over 102,000 were unable to speak the English language. The total population of Saskatchewan was 647,855 as compared with 553,860 for Manitoba, and 496,525 for Alberta, so that the Province of Saskatchewan has its fair share of the population. Taking the Province of Saskatchewan alone 68% of its population were British born, 31% foreign born. In Alberta 66% British 33% foreign born. In Saskatchewan alone there were 40,126 over ten years of age who could not speak English; in Alberta 24,793 and in Manitoba 34,595. Seven per cent were unable to read or write. Of these Manitoba had 32,000 Saskatchewan 36,000 and Alberta 23,000. That is to say, the percentage of illiterate persons of ten years and over in Manitoba was eight per cent, in Saskatchewan seven per cent and Alberta six per cent. This prodigious stream of material to make citizens poured into these Provinces at a terrific rate. In 1901 91,279 was the population; in 1906 257,762; in 1916 647,835, and at present our population is estimated at about 735,000. What are we going to do about it? Here is this endless stream, this variegated mass of material, coming from a dozen and one different home environments coming loaded down with the traditions of probably a score of nationalities, pouring into this Province at a terrific rate,—and out on the prairies we have the little red school-house! Talk about important business! The most important business institution in any country! Into that little school-house pours that mass of humanity, and we expect it, ladies and gentlemen, to turn out British democratic citizens fit and able to propagate, and nourish and sustain democratic institutions. (Applause).

Well now, I say, what are you going to do about it? When I go back in history I say to myself, in my humble opinion there is only one thing to do about it,—strive to handle the proposition in the good old British way, and then probably some day, after you and I are dead and gone, we will have as the result of our effort such a strong composite character as the British character of to-day is in the Old Country. I believe, Mr. Chairman, that we should meet this question face to face. There is no denying the fact that

language will claim an important part in the development of our citizenship, but let us not be led astray in the conviction that it is the only thing. I can conceive of a condition of things that in the interest of all it might be to some extent a sacrifice—patriotism, remember, Mr. Chairman, is a language of the heart, not of the mouth. It is a language of intelligence, not of foolishness. One language has all the advantages of one literature, but three are advantages in other literatures. It is a great factor in unity, but there are other factors in unity. An examination of nationality discloses these facts, but there are certain features that enter into the successful building up of a nationality. Let me name these to you—race identity, common language, unity of religion, identical economic interest, geographical compactness, common history and tradition, one theory of government. Now, how many of these have we got in this Province? For, to my mind, Mr. Chairman, I have got down to the point that I am stating to you what I consider to be the greatest problem that Saskatchewan has to deal with, the turning out from our educational institutions of British democratic citizens in order that our institutions may maintain and bring to future generations the blessings that they are intended to bring. It can be done. It is not a problem that is impossible of solution. Persistency of effort, with lots of sympathy, and lots of intelligence, solve the problem. The public school to my mind is the only agency, being controlled and financed by the state, through which this great problem can be solved. For a few minutes, Mr. Chairman I want to outline one or two things that the Department of Education has done or is doing along these lines before I take up with you the next point I want to make. The Department's energies for the past fifteen years have been directed to the organization of school districts. In 1905 there were 894 school districts in Saskatchewan, ten of which were separate schools. Now we have over 4000, of which 207 are separate schools. In 1905 there were no secondary schools. To-day we have twenty-four secondary schools and a University, so that we have struggled with this problem until now it is possible to give your child an education from the primary school until he finishes the University course within the confines of your own Province. In 1905 there were six inspectors; to-day we have forty-six. Another phase that is apparent to the Department of Education is the fact that many boys are unable to attend school when the busy season is on in the summer-time. In many districts it is important to have the school open during all the winter-time when these larger boys can attend school. The Department has also found that many persons who have gone even further on in life than these boys desire to take themselves further, so that they have instituted a system of evening classes, and endeavour to encourage them wherever they can. A special grant of \$1.00 per evening session from the Department, which I believe at the last session was raised to \$2.00, is given. Legislation was passed providing for the vocational education of all children over fourteen years of age. The Vocational schools are instituted in a very democratic way, providing for commodities which will represent all phases of life in the community. We recognize the fact that to have good citizenship our citizens should be healthy, and so we have provided a system of inspection of schools whereby minor physical defects can be detected.

The girls should not be neglected, and so we are doing something along the lines of household science. This is a branch that has been placed, in charge, I think of Miss Twiss, who is Director. Lectures are given in the Normal School, and the various ramifications in that way are being looked after.

One of the greatest problems that we have had to deal with is the problem of rural high school education. Twenty-four secondary schools, of course, are situated in the centres of population. The rural child, after he passes the lower grades, of course must attend if he wants higher education these higher educational institutions. This is a problem which has worried the mind of Mr. Martin. He has talked it over with me on many occasions, how we can bring to the rural school pupil the same advantages of a secondary education as those obtained in the village and town districts, and in the doing of that how we can best spread the taxation equitably over all the people. In the meantime a special grant of \$1.50 a day is paid to schools where a department is devoted exclusively to children above grade 7. The Government is taking into very serious consideration and endeavouring to formulate some plan whereby the grant may be increased to every school that does the secondary educational work.

Then there is the matter of consolidation of school districts. It is held by a great many people that we should make an effort to consolidate districts. This also is a prodigious task. In 29 localities in Saskatchewan the people have combined a number of rural schools to form larger districts. They are a little more expensive, but they are a great advantage. Every child gets to school in a nice warm van, he gets all the advantages of a graded school, and of being properly cared for and more special teaching than he can where one teacher conducts the whole classes of the school, and in many other ways there are advantages, but there are some difficulties as well. It must be remembered that these schools, if they are organized in that way (and superficially this does not look like an advantage but it seems to me that it is) where we now have dozens of trustees interested in educational work, we will not have nearly so many, and there is a good old maxim in education that you can only learn to do a thing by doing it. (Applause). Then there is the municipal community, Mr. Chairman. I am going to read this to you, in case I get into trouble, "It has been suggested that the combining of all the school districts in the Province into municipal school districts would result in better organization and a more comprehensive staff of teachers, and would bring certain advantages." In the first place all lands in the province would be more equitably taxed for educational purposes. A supervising principal might be appointed. The high school work might be taken at some central school instead of many teachers distributing their energy over a small number of pupils. A better selection of teachers could be made. Instead of having an army of from twelve thousand to fourteen thousand trustees the administration could be carried on by about 376 members.

There are, however, some disadvantages that I would like you to think about. One would be the removal of local interest. Instead of having from 15,000 to 18,000 trustees directly interested, these would be reduced to about 1800. This, and the adjustment of finances are some of the difficulties that the Government at the

present time is endeavouring to struggle with and work out in order that we may fulfil our democratic mission of doing something that would be in the interests of all people.

Now, I want to say a word, Mr. Chairman, about compulsory education. Dr. Foght, in his report of the survey which he recently made, called particular attention to the irregular attendance. This bill was passed, I believe, in the year 1917. In the one and a half years of its duration the attendance went from 125,590 to 147,232. There are certain clauses which exempt children from coming under the Act that I need not recite as the time is passing by and I want to get to my other point, but the attendance branch is a very busy branch and is doing everything possible. The Act is being administered sympathetically, but, at the same time, as firmly as possible. The following were the prosecutions under this Department from January 1st to December 31st, 1919:

| | |
|--|------|
| Cases handed to Provincial Police..... | 2565 |
| Cases disposed of..... | 2319 |
| Fined..... | 1871 |
| Dismissed..... | 250 |
| Investigated, no action taken..... | 198 |
| Total cases disposed of..... | 2319 |
| Total cases pending..... | 246 |

After all, the most important factor in any educational work is the teacher. It is most important that the teachers in charge of our growing boys and girls should be men and women of the highest integrity and that they should be specially trained for this most important work. Our great difficulty lies, however, in the fact that in a new country like this there are so many other lines of work that offer better inducements than the work of teaching, that we have great difficulty in retaining an adequate supply of teachers in the profession. Since 1905 upwards of 14,000 teachers have been licensed. In the last three years 6,000 teachers have been added to the ranks. There never has been a time, however, when we have had an adequate supply of teachers. One of the reasons, no doubt is the fact that many of our country schools are not in operation for the full year, and offer positions to teachers for only from six to nine months. To retain teachers in the profession, we must offer them yearly employment.

We have every year in the cities of this Province qualified teachers coming in from the rural schools in the Fall and seeking employment of any kind in order to tide them over until the schools open in the Spring. Many of them drift into other lines of work and are lost from the teaching ranks. Boards of trustees of this Province can assist the Department in this important work by offering sufficient financial inducement to induce more men to enter the profession, by providing suitable boarding places, and by operating yearly schools. Dr. Foght, in his report, calls particular attention to the fact that a very large percentage of the teachers in charge of schools in the Province at the time of his survey, held only Third Class Certificates, or were teaching on provisional certificates or permits. Acting upon Dr. Foght's advice the Department of Education has increased the academic requirements for admission to the Normal School, and has extended the period required for Normal

School training. This will result in a class of better qualified teachers. Whether by this means we can provide an adequate supply, will depend entirely upon the inducements that are offered them to remain in the profession.

A year ago the Government decided to place a man in charge of the educational work among the new Canadian people of the Province, and Dr. J.T.M. Anderson was appointed. Very gratifying results are being obtained. I mention these things merely to indicate something of the effort being put forward along educational lines. The system, though not a perfect one, is making fair progress. Boards of trustees are co-operating in this great work. In many districts the school-house is the community centre where meetings are held, acquaintances made and important community conferences take place. Where people of diverse national origin meet on the common ground of democratic British citizenship. The student of to-day will some day be one of the first-rate men of the future, and the state wants him to believe that when it calls him he will accept the responsibility and carry all his good qualities with him. Consideration must be given to the significance of the ballot and what it means to be entrusted with its marking. These and a thousand and one other things constitute the problem of to-day's forward movement in education. The telegraph, the aeroplane, the gas tractor are concrete manifestations of mathematical principles, so state institutions are manifestations of ethical law. Coincident with these principles, therefore, is the problem of how best to bring to the future citizen accurate knowledge of our school organization—trustees inspectors, finances, municipal organizations, and so on. How can a democracy function efficiently so long as the citizenship of that democracy remains ignorant of the organization and purpose of its institutions? Even though intelligence be a quality of its citizenship virtue? The answer is plain—it cannot. The problem of to-day and to-morrow is to place this great agency of the state, the public school in a position of efficiency so that its education may develop a citizenship, as I have endeavoured to merely outline, that will know itself as sovereign to rule and as subject to serve. (Loud applause.)

Mr. J. Morgan, Director of Education among the new Canadian in Alberta, addressed the convention shortly at this stage in place of the Honourable George P. Smith, Minister of Education for Alberta, and was followed by Mr. Ira Stratton, Official Trustee, Winnipeg, who gave a brief description of Manitoba's educational problem.

MANITOBA'S PROBLEMS AND HOW WE MEET THEM

Following two speakers of greater ability on the same subject, barring the name of the Province, I must humbly crave your indulgence. I hardly dare assume that our problems have been greater than those of Alberta and Saskatchewan or that we have met them with greater courage or more consummate skill. Thirty years ago the Rural School was Manitoba's problem. Twenty years ago the problem was the same, and in the year of our Lord A.D. 1920 the Rural School is still Manitoba's problem, and yet I am disposed to credit those in charge with having studied the problem with some

discernment, with considerable zeal, and with having applied not a little judgment to matters pertaining thereto. This, without doubting that you have done equally well.

In the dawning years of this century—Canada's Century—Manitoba authorities concluded that the one-roomed school was unequal to the task before it. The equipment was too scant, the programme too skimpy and narrow, and the teacher's life too isolate and detached so far as her profession was concerned.

To secure a larger school, more complete equipment, and a stronger staff, two plans presented themselves. Each of these plans called for a larger unit of administration and pointed towards the Municipal School Board, or something akin to it.

One plan was the consolidation of adjacent school districts, the building of a suitable school on some central location and the transportation of the children in vans. This plan looked attractive as it promised a richer programme, a graded school and more advanced work before the child was called upon to leave the protection of its home.

The second plan suggested was the building of a central school with a large children's home or homes, and the conveying of the children to the school homes on Monday morning and returning them to the parental abodes on Friday evening. All the advantages of better equipment, a stronger staff, a graded school taking advanced work appeared likely to follow in such case, in fact seemed even more certain; but in presenting this suggestion it was found, as was rather anticipated, that even the educational advantages did not prevent the parents, especially the mothers, from turning a deaf ear to the proposal to have the smaller children away from home during the week. This plan is occasionally mentioned even yet but finds few advocates.

A third plan advanced as likely to improve the Rural Schools by getting trustees of a better class who would give better administration, engage better teachers and secure greater continuity of engagement was the Municipal School Board without necessarily altering school district boundaries.

Plans one and two have been studied more or less closely since 1904, plan number one was adopted in two localities in 1905 and two consolidated schools started in January 1906.

For a few years the Department was besieged with enquiries, but it was only when the earlier consolidations demonstrated their usefulness that it became unnecessary for the Department to provide a special organizer. No compulsion was attempted, but finally consolidation demonstrated that it could support itself, and grow. We have now no less than 99 consolidated districts, 15 of them being formed in 1919 without special campaigning.

All educational experts in our Province claim that the results obtained are the results anticipated only in fuller measure. These have been summarized as follows: We have the better school, we have the more complete plant; we have better teachers, not using

quite so many which helps the supply. The term of engagement is more continuous. The object is really big enough to interest the better class of men as trustees.

Another problem is that of linking the rural school up with the activity of the community. To this end we took up the Boys' and Girls' Club idea until now we have a fairly diversified prize list, scores of really splendid fairs and a membership of 30,000 boys and girls who are pupils at our schools.

One student of such matters writes: A boy leaves school and goes hunting for a job until he either gives up in despair or takes the first vacant place he can find in spite of the fact that the work is entirely foreign to his natural gifts, inclinations and tastes. We have not made much progress in this matter since the days of Swift, who, writing over 175 years go, said:

Brutes find out where their talents lie;
A bear will not attempt to fly,
A foundered horse will oft debate
Before he tries a five-barred gate.
A dog by instinct turns aside
Who sees the ditch too deep and wide,
But man we find the only creature
Who, led by folly, combats nature;
Who, when she loudly calls—forebear.
With obstinacy fixes there;
And where his genius least inclines,
Absurdly bends his whole designs.

In the case of consolidated schools the matter of securing good attendance proved comparatively easy. The problem of securing a sufficient number of qualified teachers is with us yet, but the consolidated school is helping to solve it.

We have not fully solved the problem of attendance at the rural school but non-attendance is on the decline.

Securing proper school administration at the hands of trustees is always a difficult problem. Ignorance in some instances is appalling, indifference is often more deadly, but when a plan calculated to develop the citizen and safeguard the state is made absolutely subservient to the greed for coin the nation is in grave danger.

In 1897 and 1898 there came to these Western prairies detachments of settlers from Central Europe. During the succeeding years these Slavic settlements became more common and increased in population. Hundreds of children were born possessing within their sturdy frames the elements of potential citizenship,—when the numbers had increased to tens of thousands we in Manitoba began to rub our eyes. The new comers were of sturdy stock; they were industrious; they shirked no task however menial; they entered for land which the Canadian declined to settle upon. They built our railroads and dug our ditches and received therefore the current wage. Some were ambitious and talked of schools. Unused to any part in self-government, unacquainted with our school law and unable to read our language, they became school administrators,

school trustees. We had given them a legal right to instruction in their own language if the children of a given nationality numbered ten and the parents requested it. In order to comply with this clause we, in a moment of weakness, decided to train young men of the two leading Slavic peoples—Polish and Ruthenian—to become teachers. This plan proved expensive and ineffectual. We were faced with a real menace. The notorious bi-lingual clause was removed for our School Act. It was also enacted that:

"The Lieutenant-Governor-in-Council may appoint an official trustees or trustees for any school district, the affairs of which are not being, or cannot be, in his opinion, satisfactorily managed by a board of school trustees, under this Act; and every such official trustee or trustees shall have all the powers and authorities conferred by this Act upon a board of school trustees duly elected under this Act, and its officers, and shall comply with all the requirements of this Act in regard to boards of school trustees as far as the same may be applicable to him or them, and may appoint a secretary-treasurer for any district under his or their charge, and shall be remunerated out of the funds of the district, or otherwise, as the Lieutenant-Governor-in-Council may decide; and upon the appointment of any such official trustee or trustees for any district, all other trustees and officials of such district, if any, shall cease to hold office and shall forthwith deliver to the official trustee or trustees all moneys, books, and records pertaining to such district, to be retained by him or them while he or they hold office."

The language needed was the conversational English of the household and the farm. The school must be made to touch life's problems. (Applause.)

Mr. Norman M. Ross:

Mr. Norman M. Ross, Chief of Tree Planting Division, Indian Head, gave a short illustrated address on "Beautifying the School Premises".

In connection with the beautifying of the prairie school surroundings what are the chief difficulties? For convenience they can best be considered under two headings: First, the general climatic and natural conditions which affect all horticultural operations, and second, the difficulties which are really the most serious, namely, those arising out of the school organization system itself.

Briefly, the main factors of a practical nature which must be considered before success can be hoped for in tree planting are:

- (1) A thorough preparation of the soil. In this country this means summerfallow. Never plant on breaking or on stubble.
- (2) Select only hardy proven varieties.

- (3) Cultivate frequently after planting as long as it is possible to work among the trees.
- (4) Never under any consideration allow grass to work in among the trees. This can best be guarded against by keeping a good cultivated strip of ground, say 8 or 10 feet wide all around the outside edges of the tree belts.
- (5) Protect the trees against stock by fencing.

If these few simple rules are conscientiously carried out results are bound to be successful. There may be, it is true, seasonal setbacks when it is simply a case of fighting against discouragement and trying again.

The most serious difficulty arises from the fact that in connection with the individual school there is no person permanently responsible for supervising and carrying out the work. Under the existing system all matters of this kind are dealt with by the trustees. The trustees may hold office for one or perhaps two years, but the individual members of the board are frequently changed. One lot of trustees may be enthusiastic about tree planting and start preparing ground and perhaps even plant the trees. The next lot of trustees may not take any interest whatever in this work and as a consequence the trees are neglected and eventually die out.

At the rural school themselves the teachers could have the pupils sow maple, ash and caragana seed and plant cuttings of poplar and willow, which, as they get large enough, could be set out in the permanent belts. In this way the pupils would have more personal interest and consequently the chances of success are much greater.

I am quite confident that there are no fundamental obstacles which cannot be successfully overcome provided the work is carried out under some reasonably permanent supervision. Without this, however, very little will in my opinion be accomplished. I believe that this meeting should be able to draft out some effective policy which might be put before the Department of Education to overcome the difficulties I have outlined.

EVENING SESSION

THURSDAY, FEBRUARY 26th, 1920.

A Choral Contest was held open to city and town schools followed by an address on:

Education Behind the Lines in France and It's Lessons for Saskatchewan.

by

Colonel Edmund H. Oliver, M.A., Ph.D.

At the outset I desire to remind you that I am not discussing merely the general relation of Education to the War. That in itself would be a topic of the most entralling interest. Nor yet do I mean to explain how the Army was in itself both an Instrument and Institute of Education.

There are two phases of the general relation of the War and Education that I greatly regret cannot come under our close purview to-night. It would have been a proud moment to have detailed to you the magnificent contribution made through science by our Universities. But splendid as this was the contribution in men was even greater. The other phase that I must omit is a consideration of the question as to how Education may be made a safeguard against War itself.

Let us now get at close grip with our subject, Education behind the lines in France. Here was a project carried through in the Canadian Corps. In the first German offensive they captured the coal centres of Northern France. There for months they tenaciously maintained their foothold. There north of Arras stands Vimy Ridge which fell at length before Canadian onslaught on April 9th, 1917. The gallant heroism and brilliant resourcefulness of this achievement won for the Corps an imperishable fame.

It was in this area that for the first time in the history of war an educational experiment was carried out under shell fire, and for the first time in the history of education soldiers doing duty in Front Line Trenches relieved their intervals of rest with the pursuit of learning. The name given to this unique experiment rightly bore the name of the University of Vimy Ridge. Later it was christened the Khaki University. The class of work was of Continuation Grade.

In France this educational work extended from before Passendale till the final departure of the troops from the Continent.

The work began as an experiment in the 3rd Canadian Division, authorized by Sir Arthur W. Currie, the Corps Commander, and fathered by Major-General L. J. Lipsett, Divisional G.O.C. It extended to, not only all sections of the Corps itself, but, as well,

Canadian Hospitals, Clearing Stations, Forestry Camps and Railway Troops on the Lines of Communication, and it even became an integral part of the activities of the British Expeditionary Force. In Corps Orders issued in December, 1917, definite instructions were given that educational work was not to interfere with military training. Fourteen months later the B.G.G.S. could write, "Education is the principal work in the Divisions."

At the very time that the Corps Education Officer with General Lipsett were devising the main lines of the educational enterprise, behind the lines of their Sixth Army Corps on the Western Front at Tournai, a Field University was being established for the benefit of German officers and men on active service. That was in 1917, But the year that lay ahead was the year of Amiens and Bourlon Wood, of Cambrai and Mons. And almost to a day a twelve-month later the General Staff of this same 3rd Canadian Division where the educational work in France was born, was giving its whole attention to Educational training in the same Church-steepled town of Tournai; the Education Officer of the Canadian Corps on the Banks of the Rhine was dictating to His Magnificence, the Lord Rector of Bonn, what portions of that ancient University he desired to have reserved for the exclusive use of Canadian students; and General Lipsett, so long the soul of the whole movement was sleeping beneath the soil of Artois in the Drocourt-Queant switch.

And now I come to the second part of my address—what lessons for Saskatchewan are to be gathered from our experience? I suggest the following:

1. That there is a new field for education. The War has revealed the need of, and the response to, a programme of popular adult education. Education must cease to be a monopoly of children. I submit that you trustees are not doing your full duty when you limit your interests to the little ones. No one doubts that the Province has done magnificent work in that splendid educational chain which reaches from the public school to the University. But I want to speak of the great Unschooled. I do not mean the illiterate. I mean that great mass of our people, who are living their lives in this Province, who do not deliberately by some process of reading or training try to understand life's meaning, to enhance its interests, or to fit oneself better for the tasks and burdens which devolve upon us all. Now, I do not advocate a regimen of pedagogic Prussianism. Far from that. I have spoken to little purpose if I have failed to indicate that this work is not only needed, it is also appreciated. The work must evolve by degrees: it will cost money, it will be criticized. But the challenge is herewith given to the Department of Education and to every Educational leader in this Province, to attack the task of popular adult Education, to cover this land with informal schools of Citizenship and Efficiency. You will have more enlightened and happier citizens, and a greater Saskatchewan.

2. That there must be a new emphasis on, and a new quality in, Education. The War has revealed the sources of our National strength. It has discovered to an astonished world the spiritual foundations of our common existence. The War has disclosed how potent and necessary a factor is Education and Training, not simply

in War but in all life. The salvation of the Nation is seen to be at stake in its educational planning. It was the school boys, not the trustees, nor the Theological Professors, that saved the Empire. (Applause). If anyone ever has to justify the schools of this Dominion, let him just point to the Canadian Corps. That is our answer. The basis of our greatness as a people is our character, our craftsmanship, our citizenship. It is not enough to learn to read and write, we must remember that the Nation's work, the Nation's morale and the Nation's men depend upon our schools. Education has become a social force and a national concern, and nowhere can better results be looked for than in Saskatchewan.

3. That there must be a new day for the Teacher. If the new method is education, if the new ideal is citizenship, then the prophet of the New Day is the teacher; and for him or her there must be a new day too. It is not the merchant, nor the farmer, nor the lawyer, nor the labourer who is going to save us in the days to come, but the teacher. But we must give him a career. We must pay him enough to marry on and live like a citizen in our midst. If he is going to teach our sons to be citizens, he must be given a chance to become a citizen himself. The absolute minimum that a teacher who has a family, should receive at the present time is \$2,500 and a house. I am speaking for Saskatchewan, and I am aware that I am speaking to trustees. I know the financial difficulties that are involved, but it must be done. And when you do that, you will make it a life work for a man, and you can demand a better grade of equipment from your teacher.

4. I have a final word for the educational worker, one lesson from the Front. Whether we got it from the military organization, or from the heroic achievements of the Army itself, there was undoubtedly in our educational work an esprit de corps. I think that we were united, that we were animated by a common purpose, that we stood together. Saskatchewan has been singularly free from diversions and dissensions. Let me say to all that the greatest crime against educational work that can be committed in this Province is to seek to array one institution against another, or to set one type of workers against his fellow. We are all devoted to the one great task. Let us assail our common problems together, shoulder to shoulder, with a common purpose, with increasing esprit de corps. The future of Saskatchewan depends on the educational progress of this Province. Stand behind the Department, stand behind the University, stand behind our Colleges and Schools. Above all stand behind the Teacher, and, when you stand, stand together. As Trustees you have no greater work, and you can have no greater glory. For loyalty in the cause and for the cause is the basis of success in every enterprise. (Loud and prolonged applause.)

Upon the close of Dr. Oliver's address Mr. James F. Bryant presented the Shield to the winning choir in the Choral Contest, the recipient making suitable reply.

National Needs in Education and Citizenship.

by

REVEREND GEORGE W. KERBY, B.A., D.D.

Principal of Mount Royal College, Calgary.

Mr. President, and Members of the Saskatchewan School Trustees' Association, I bring you the greetings of a great Province, the Province of Alberta, that believes in you, admires you and stands shoulder to shoulder with you in the great progressive ideas you are advancing along the line of education. Mr. Chairman, ladies and gentlemen, I am in sympathy with this great movement represented by this body of men and women from the Province of Saskatchewan. A movement that gathers force because of the days in which we are living. Some way or other it would seem as if civilization has broken through the hard crust of the ages and has struck out upon the open road. Change and disaster, and re-construction and movement are on every hand. The job of adjusting ourselves to these new conditions is vital to every phase and form of human welfare and human progress. We are walking within the shades of the old and we are passing through the gates of the new, and I take it sir if this drastic movement means anything, it means bigger and better trustees, better teachers, better methods, and better compensations; and this means better play-grounds, and better equipped school-houses, and better training, and better taught boys and girls; and this means better citizens, and better homes, and better industry, and better agriculture, and better communities, and better churches and better nations. All this is involved in your Trustees' Association assembled here in this City of Moose Jaw, and I take it sir, that the great supreme centre of interest in the educational work of our country to-day is around the rural schools; and I have the conviction that the rural school has fallen down because—or the system has fallen down—because it has failed to give the boys and girls of the country a proper perspective for life or any life. And so there has been a great trek from the farm to the city, and there are boys on our street cars to-day working for \$80.00 or \$100.00 that might have been owning a quarter section and have become prosperous young farmers; and there are girls living in cheap boarding-houses that might have been the splendid wives of some of the prosperous young farmers but have forsaken the farm and gone into the city. (Applause). Now, sir, someone has stated that the trouble of the rural school trustees—and remember that does not apply to the trustees of Saskatchewan because they are above the average—but the trouble with the rural school problem is that the average rural trustee and the average rural school-teacher looks upon the rural school as a little house, on a little ground, where a little teacher, for a little while, at a little salary, teaches little children, little things. (loud laughter and prolonged applause). Mr. President, the representatives of the Departments of Education of the three Prairie Provinces brought to your attention this afternoon what those great Provinces are doing along the advanced lines of education. There remains something yet to be done in the great Dominion of Canada, and my address will proceed along the lines of some suggestions of some needs, some national needs in education and citizenship,



RUTHENIAN MOTHER OF ELEVEN, SICZNYSKI S.D.
MEACHAM



GROUP OF NEW CANADIAN SCHOOL CHILDREN
LANGENBURG



CONSOLIDATED SCHOOL, WITH VANS, ANEROID



TUG OF WAR, MIKADO S.D.
NEAR CANORA

and the first one that I am to mention to-night is the need of a new renaissance, or a nation-wide educational propaganda. I have a feeling that some of our educational garments are moth-eaten. I fear that some of them are inadequate and others are things "of shreds and patches". Thus we have been too long putting the new piece of cloth on to the old garments. This process is disastrous. We have come into a new age, with new demands and new condition and new adjustments. We must find what is vital in the old, carry it into the new and push forward. This I take it is the spirit of progress. The old education looked upon the past as a dried-up mummy of which the present was a continuation. The new education shows the present is a living age of which the past was an earlier present. It is ordered that education should be an avenue of life looking back from 1920 rather than that we should look upon it as a catacomb of skeletons looking forward from the Deluge. The Canadian people have been slow to appreciate the national importance of education, and each Province has been very largely a law unto itself. We have, I believe, the finest human element for the making of citizenship anywhere to be found. If we can learn the lesson of United Co-operation and national spirit I verily believe we can beat the world in the making of citizenship. Aristotle once said that education was the chief business of the state. I believe he was right and yet if we were to judge and test the matter by the expenditure of the Departments of the Governments of our country we might come to the conclusion that public works was the chief business of the state, or some Department other than education. (Applause) But I believe sir, it still remains true that education is the greatest industry of the nation, that education is the essential industry of the nation. It is greater and more essential than cattle, or coal, or timber, or wood, or iron. Our boys and girls are the greatest agricultural product we have in the Dominion of Canada, and we need to appreciate it, for we never needed our Canadian boys and girls as much as we need them at the present hour. The intrinsic value of the boys and girls of this Province has been increased three-fold because some of the burdens that would have fallen upon the shoulders of those who were killed in the War, or died of the ravages of the "Flu", must lie on the children of the present generation. The United States of America have ten million of adult people who cannot read the great Constitution that they were expected to keep. They wakened up to find that they had four millions that could neither read nor write. They found that out of the first draft of the war they had something like three hundred thousand that could not read a solitary military order or a letter they received from home and could not write a letter in return to any they received. They had three hundred thousand more young men between twenty-one and thirty-five, the very time when when a young man should be in the prime of his manhood, they found they had something like three hundred thousand that were under-size and underweight and medically unfit to serve their country at the time of their country's greatest crisis. They found five million boys and girls that are being taught by mere boys and girls who have had no special training whatever and have never had any education outside of the public schools. They found in that great Republic that they had eighteen per cent of the boys and girls of school age who were not in any school at all. They found that they were paying their public school teachers on an average less than the scrub-women were getting in the State of New York. They found they were paying twice as much in a

year for Chewing Gum as they were paying for text books. And we were not any better in Great Britain. For at the very time when the men were standing with their backs to the wall and we did not know what a day or an hour would bring forth to the old Empire, Lloyd George was needing more men to throw into the breach and he found that he would have had at that time one million more men to come to the rescue but for the fact that these men had been born and brought up under such physical and social conditions that they were entirely unfit to serve the Empire in the Empire's greatest need. And we are not very much better off in the Dominion of Canada, sir. I know we have been accustomed to pat ourselves on the back about our great and glorious system of education, but we have less than fifty per cent of our population in Canada who can speak the English language. We have something like fifty-three different nationalities and eighty-five different languages in Canada. We have a large number of people who can neither read nor write living in the Dominion of Canada. The majority of our boys and girls receive no schooling beyond fourteen years of age. We have something like thirty thousand rural school teachers and village teachers in the Dominion, and the great majority of these are under twenty one years of age. We have, as you may know very well, two thousand vacant schools to-day in Ontario, and I suppose from three to four thousand in Western Canada. For these reasons and others I come back and say we need a nation-wide educational propaganda, we need a new renaissance in the Dominion of Canada.

And the second thing I want to mention is the need of the development of the new Canadianism. We want something of the positive patriotism of the trenches injected into the lifeblood of the people at home, and the schools and communities of our Canadian life. We have Orientalism in Canada and Europeanism and we need to cultivate a sane and wholesome Canadianism, or some other "ism" will get control,—for Canada does belong to the Canadians. Already our amusements have been largely Americanized, and that is affecting the literature of this young nation, and the art of this young nation. Now, I don't forget, sir, and I wouldn't overlook the fact, that we have invited the stranger and the foreigner to come to Canada. We have paid out over eighteen millions to get him here, and his coming has enhanced the value of every acre of land we have in Canada; his coming has increased the efforts of every business enterprise in Canada. He has worked on our farms and in our mines, and helped to build our railroads, and done a great deal of our rough and dirty work, and we must not condemn him if carries in his heart a love for his mother-land. We must remember that he has a contribution to make towards our national life. He has. We must give him a square deal as a man, and as a citizen, and as a neighbour; we must also remember that his children are growing up in our midst, and we must accept responsibility for the making of full national life to them; so that the biggest and best of our Canadian manhood ought to be called to the teacher's desk. We must be willing to send our own sons and daughters out into the foreign settlements and schools; we must teach them the ideals of Canadian citizenship, and we cannot do it by proxy but only by personal contact. But when I say this, sir, I want to say further we must quit raising Austrians and Germans and Russians in the Dominion of Canada and go in for raising one hundred per cent Canadians and from now on any man or woman who refuses to accept the full

duties of Canadian citizenship ought to go, and to go while the going is good. (Loud applause.) I was glad to notice the other day that an Anglo-Saxon, an Englishman, wandering over the prairie stumbled into a foreigner's house and found there a great many children (the fact of the matter is if we keep on the way we are going here, in less than twenty years we will have more foreign born than native born) and all the children in this family had English names. The Englishman said to the father: "How is it that your children all have those English names?" And the father straightened him up and said, "Me no raise Galicians; me raise Canadians." (Applause.) Well, I believe sir, that is something of the spirit of the new Canadianism that we need, and I hope that we are cultivating it in the great prairies of the West, and our teachers need to realize as they look into the faces of their pupils, that those pupils are not bits of an educational machine but groups of human units that have in their power the shaping of the destinies of the Dominion of Canada, and I want to say, sir, the nearer we get to the children of to-day the nearer we get to changing the face of Canada in a generation. (Loud applause.)

We have an individuality of our own in Canada, we have a history of our own, we have traditions of our own that ought to be preserved that ought to be cherished. These ought to be preserved in our school text books and songs and stories. I believe we ought to study our own constitution more and our own history more and our own geography more. We ought to stimulate in our schools more of the study of our Canadian literature and our Canadian art and Canadian music. I was glad to see the other day, for the first time in the history of Canada, a dean was appointed as a lecturer on Canadian literature in one of our Canadian Universities. That professor is to be Dr. John Long, I believe. I think it was Henry Van Dyck, speaking the other day in Convocation Hall in the City of Toronto, said that when he went over to London during the war he loved to see the Canadian soldiers on the street; he said, "You could always see them, you could always know them, you could always tell them—but you couldn't tell them much." (Laughter.) Now sir, the Canadians are a peculiar people, and they ought to glory a little too in their peculiarity. There are some people across the seas who found that there was something striking in these Canadians who represented us yonder, for in that fight for democracy the Canadian soldier in his strength and in his audacity was the peer of the fighting men of the world. (Applause.) And I want to say, sir, that we do need a strong and striking constructive Canadian spirit more and more encouraged in our schools and in our community life. In a word, sir, we will never be a nation until we quit going to Piccadilly and Broadway, New York, for our ideas, and learn to walk our own streets, and travel our own vast places, and look our own people and affairs fairly and squarely in the face, and seek more and more every effort from ocean to ocean to promote cordiality, national unity and a wholesome democracy from one end of Canada to the other. (Loud and prolonged applause.)

The third thing that I think we need in Canada is the emphasis of the higher purpose of education, a stronger emphasis on the higher purpose in education. The teacher who thinks his work is done when he has carried out the work of the Department programme has failed. Intellectual education has had the dominant place for many years; vocational education has been coming into its own for

the people are waking up to realize that they need skilled workers. People are at last realizing the necessity of the conserving of the health of the nation, but character education, that supreme voice of public education, has had very little consideration and has often been neglected, and up to the present there has been no concentrated effort on the part of professional educators towards the problem of character education. Now sir, the growth of popular government reveals the need or makes the character of the people a paramount thing. You know, ladies and gentlemen, that the two great forces of our civilization, not all, are religion and education. Religion without education tends to make men small and superstitious, but these two forces go hand in hand in the building and making up of the highest citizenship of a country. Our pioneer fathers recognized this, and so side by side with the little log church they put up the little log school-house, and that has been the birthplace of some of the noblest traditions in our nation's life, so, that teachers, and Trustees' Associations, and communities, and people generally ought to recognize the higher purpose in education, and to remember that the whole boy and girl goes to school, with all their faculties of mind and body and soul, and they are there five days in the week and five or six hours a day, and that they are forming their needs and attitude towards the deep problems of life and destiny. I claim that one of our great national needs in education to-day is the emphasis, the stronger emphasis, on the higher purpose in education. And the most important point I want to mention, for I have to hurry along to-night, is the inculcation of the new conception of our national ideal. We are to-day witnessing the birth of a new ideal, a national ideal of human service, a national ideal that is not based upon self-aggrandizement or military power or coining wealth, but based upon humanity and character. The Great War has swept Canada out into the deep currents of life. It has enlarged our sense of nationality, and there is nothing we know more to-day than that we should put before our minds a clear and well-defined national ideal, an ideal that will appeal to the imagination of our whole people, a national ideal that will be a challenge to all our race communities, to all the foreign element of our population, and will help to place them into one solid body in our national life, for we must have solidarity in the Dominion of Canada. (Applause) Some say the Dominion of Canada is the hardest to govern in the world, we have so many distinct lines of cleavage in Canada. The East is separated from the West by the Great Lakes, and I fear we talk too much in terms of East and West, too much in terms of Alberta, or Saskatchewan, or Ontario, instead of talking in terms of the whole Dominion of Canada. Then we have the legislation lines of cleavage, and I have an idea that we can only come to understand one another—if we could get the French people in Quebec to understand our view-point better, we would come to understand one another and know one another, for nearly all the people that we hate in this world are the people that we do not know. Then there are the religious lines of cleavage, and they are the hardest of all to overcome.

Now sir, I think we are improving a bit. I think we are getting a little nearer together, and we are breaking down some of the old prejudice. I think we have advanced a little from twenty-five or thirty years ago.

The next thing that I want to mention to-night is the need in my judgment of introducing socialism as an educational objective. I believe that our education has been too individualistic, and individualism has broken out in our national forces; it has broken out in our industry, our politics and our religion. Do not misunderstand me, I do not minimize the need of cultivating individuality and personality, but when you have said that, we need also to recognize that we do not live individually, we live nationally, and if you take away from a man the father, and the husband, and the friend, and the brother, and the son, and the place of his business, what is there left to educate? You cannot take personality apart from social relations; education does not mean so much self-development as it means social adaptation. As a Professor in the Chicago University said the other day, "The cold storage method of piling up a lot of education for the future, ninety per cent of which goes rotten before it is used, has no relation to the social process of learning the things most worth knowing." The individual must participate in the thoughts and feelings and actions of the community groups of people. I believe it was H. G. Wells who said in one of his latest books, representing the Head Master of a British school, "Gentlemen, before you prepare a boy to play his part in the great world you must ask yourself what is the world for which he is to be prepared." It seems to me the way to prepare for life is to practice life and too much in the past our training has been along purely individualistic lines. A certain amount of that is quite necessary, but I believe that in the future and more and more our boys will come to school and college not so much to make an individual success, not so much for private business purposes, as for community interest and public service, and I believe in this socializing of education that the church ought to be a leader as well as the state. I believe these national things that I have mentioned are worthy and vital, but how are we going to fulfil them? I would say, first of all, that a new sense of responsibility in leadership will help very much, where Canada, rapidly forging ahead to a place of power and influence among the nations of the earth, will be able successfully to grapple with the great momentous problems of the world. For this we require strong leadership, men of constructive genius, men of strong initiative, men with a love for little children and an unselfish attitude to the country, and furthermore, if we have to realize these national needs there must come to us a larger view of our national problems. The future of Canada depends upon whether or not we are to have an educational system, a system that will equip schools and furnish well-trained teachers, adequately paid; a system that will teach the purposes of education, that will enlarge the scope and quality of our teachers' training courses, that will make education compulsory up to eighteen years of age, to sixteen full time and from sixteen to eighteen half time; an education that will insist that every man under fifty years of age, no matter where he was born, should be compelled at least to be able to read write and speak the English language if he is going to stay in this country. (Applause.) And I may sum it all up, sir, and say if we are to realize our needs and fulfill these needs that we have mentioned tonight, we can if we are willing to pay the price. But we must no longer expect the teachers of our children, of our Canadian sons and daughters, to give their lives to the highest national service for salaries that do not equal the wages of a barber in the country village, or the boot-black in a metropolitan centre. (Applause.) I want to say further that we

are approaching in the Dominion of Canada to-day, so far as material awards of public service are concerned, we are approaching a national scandal, and there is being precipitated at the very moment an educational crisis on these lines. We can have in our cities first class up to date schools—WHEN WE ARE WILLING TO PAY THE PRICE FOR THEM,—we can have throughout all our rural parts better schools if we are willing to pay half as much for a pure bred Holstein or Hereford. We can have it if we are willing to pay the price. We do not realize the value of these Canadian boys as we ought to. Trustees do not realize, parents do not realize, teachers do not realize the value of these boys and girls. I heard the other day of a Western Rancher who had a herd of pure bred cattle. He only had one little boy, and he had no time to get acquainted with his little boy. There is a time in every boy's life when he would rather have his father for a "pal" than anyone else in the world; and there is a time in a girl's life when she would rather have her mother than anyone else. There is a time when the boy is hungry to go out with father, out for a drive or something of that kind. Well this father was so busy that he hadn't time to get acquainted with his one and only little son. He used to go every evening to see his cattle, count them over and admire them. One day the little fellow was taken sick and the father was very much alarmed and scarcely left the little fellow's bedside in ten days. The little fellow didn't get better, and just before he died he said, "Father, I don't want to you to bury me up on the hill yonder in the cemetery; bury me in the big pasture field underneath the elm tree, so that every night when you go out to count your cattle I will be near you." We must not wait until it is too late to take an interest. Canada's greatest asset is our Canadian boys and girls, and so, sir, for the sake of the memory of the spirit of those who are sleeping underneath the little white graves in Northern France and Flanders to-night, those brave men who have left us the greatest heritage the Dominion of Canada will ever have, for the sake of the part Canada ought to play and must play in the reconstruction period that faces us, there is just one thing for us to do in this country, not to be pessimistic, not to be down-hearted, but to carry on, and to carry on, and carry on. It took us five long years to row out from the shore; it will take us a long time to row back, and we ought not to expect to row back to the same place, we must take up new positions in the great national work of this country. We must pull ahead and keep our eyes on the new goal. Let us stand together for Canada; let us work together for Canada; let us talk together for Canada, and let us help to make our schools and colleges the high places of democracy for turning out one hundred per cent Canadians, and for sending out our boys and girls into life with shining faces and the undying fire lit in their hearts. If we do this, as it is our privilege to do, as it is our duty to do, a fairer and brighter day will dawn for Canada. (Loud and prolonged applause.)

The Chairman expressed the thanks of the Convention to Dr. Kerby in fitting terms, and in reply the speaker, to illustrate the larger fellowship which he had been advocating recited:

Are you one of my gang?
 Yes, you're one of my gang!
 The same job is yours as mine,
 To fix up the earth, and so forth,
 and so forth,
 And make its dull muddiness shine!

The earth is unfinished, let's mould it a bit,
 With pick-axe, and shovel and spade;
 We're gentleman delvers—the delvers of brawn,
 And to make the world over our trade.

And we love the sweet sound of our pick-axes'
 clang!
 I'm glad to be with you! You're one of my
 gang!

MORNING SESSION.

FRIDAY, FEBRUARY, 27th, 1920.

RESOLUTIONS

Mr. James F. Bryant in the chair.

Chairman:

Ladies and gentlemen, we cannot cover everything in one session, and perhaps we shall accomplish more by dealing with the major matters, discussing them thoroughly and passing an intelligent vote on them, than by hurrying through with everything.

Now I have been looking over this very carefully with Mr. Cocks, of the Department, who is familiar with certain amendments at the last session, and I think there are certain resolutions here that have already been provided for in the School Act, and they can therefore be struck out at once. They are:

| | |
|-----------------|-------|
| Resolution..... | No. 8 |
| Resolution..... | No.16 |
| Resolution..... | No.18 |
| Resolution..... | No.24 |
| Resolution..... | No.30 |
| Resolution..... | No.38 |
| Resolution..... | No.45 |
| Resolution..... | No.50 |
| Resolution..... | No.53 |
| Resolution..... | No.56 |
| Resolution..... | No.59 |
| Resolution..... | No.13 |

Mr. A. E. Cairns, Melfrod, Chairman of the Resolutions Committee, read:

RESOLUTION No. 27.

MOVED by Mr. Cairns:

SECONDED by Mr. O. H. Brown, Rutland:

RESOLVED that the Department of Education be asked to keep Public School books in some Provincial centre from which rural retailers can get all supplies in mixed lots.

CARRIED.

RESOLUTION No. 28.

MOVED by Mr. Cairns,

SECONDED by Mr. Rrysdale:

RESOLVED that a Municipality shall have no right to charge interest against any rural or village S. D. that has a credit balance on the Municipal books.

CARRIED.

RESOLUTION No. 29.

MOVED by Mr. Cairns:

RESOLVED that trustees of all schools be paid at least three dollars per meeting for each meeting in excess of twelve meetings in the year.

NO SECONDER. LOST.

RESOLUTION No. 34.

MOVED by Mr. Cairns:

SECONDED by several delegates:

RESOLVED that whereas the salaries of teachers have increased from fifty to eighty per cent. that the Government be asked to increase the School Grants according to the increase in teachers' salaries.

CARRIED.

RESOLUTION No. 17.

MOVED by Mr. Cairns:

SECONDED by Mr. Drysdale:

RESOLVED that the displaying of religious symbols in public schools be made illegal excepting during the period provided for religious instruction.

Mr. S. P. Rondeau, of Woodrow, in response to a request that someone explain the resolution, said:

I cannot explain the resolution but by giving a concrete case. I am a member of a committee who, for the last year, have dealt with the situation in Gravelburg. As you know, Gravelburg is the centre of four townships containing a population of 200 French, a sprinkling of English and other nationalities, and notice was brought to us that the minority in Gravelburg had no school, through their inability to erect a separate school, and because of their not believing in the dual school system. They have asked the public school to institute a public school outside of the convent. They requested the Public School Board to institute in that Public School a lay teacher. We approached the Public School Board, we approached the Government of Saskatchewan, we visited the town of Gravelburg on several occasions—and the minority are still without a school. Forty people inside of two years have left the town of Gravelburg because of this reason. Families absolutely refuse to send their children to that school in Gravelburg. The official trustee of the Government, direct or indirectly, endeavoured to coerce the minority to send their children to the school. We interviewed the official trustees, and he did not deny the statement. The public school is in the Convent in Gravelburg, and I thought to be fair to everybody concerned it was an absolute necessity that we should know the facts in the case, so I went to Gravelburg. I requested the parson and four of the minority ratepayers to attend with me during session of the classes in the Convent. We went there; we investigated the situation during the sitting of the classes in all the rooms, and we found this—you will pardon me if I am exceedingly plain, I am going to call a spade a spade. (Hear,hear.) I want any Roman Catholic citizens here to understand it is not a question of religion; it is simply a question of defining what the public school is in the mind of the lay, or **what it should be**. And when I went inside this Convent,—a magnificent building—I am going to explain to you exactly what happened. To me it is not a public school at all. When I went into the door of that institution, over the door of which was these words: "SCHOOL ENTRANCE", we were met there by one of the teachers, a sister, who requested to know our business. We told her we wished to visit the school. She said "Will you kindly wait for a few minutes, and I will see the Mother Superior?" We waited for five or ten minutes, and the Mother Superior came, and she asked our names individually, and then took us through the building. In every classroom except two where there were no pupils, were exposed in evidence religious emblems. The Mother Superior—I asked her myself—is the principal of the Public School! We went to the Board of Trustees, and we found out the facts. You would hardly believe that \$13,000.00 are paid to that institution of the public taxes! Let me explain; \$1000.00 bonus from the Council of Gravelburg; \$4000.00 rent; \$8000.00 salary. One of our prominent merchants in Gravelburg wrote an article in the local paper. He stated that \$14,000.00 were paid for the presumed public school work there, and a reply was made by Dr. Maurice Gravel, a physician, but not a single statement in regard to the amount to the institution was denied. Now we want a public school that will answer the needs of the population of Gravelburg, regardless of nationality or creed. (Applause.) I want to be fair to the minority, and the minority said this: We are willing to abide by the Public School Roman Catholic administration; we are willing to pay our taxes to that Public School Board and send our children there, providing that the Public School be not biased

religiously; and we claim that our children going to that school in the Convent are under a religious atmosphere, which the law, in spirit and in letter practically, has stated should not be. Now I have the assurance of the Minister of Education that on two occasions within a year the Educational Department, through its chief executive, have told the Gravelburg School Board to desist, and they have not budged; and when the tension comes to such a point that the Department of Education cannot exercise its authority upon a situation of that sort it is time for the people of the province to stand on their feet! (Applause.)

"It is clear that any right and power possessed by the territorial government over separate schools is equally possessed by the Government of Saskatchewan. And what is that power? It is stated in Section 4, Chapter 29,—control and management—unlimited control and management—of all schools in the Province, the same measure of control for the separate school as for the public school. The Provincial Government, therefore, has the absolute power to keep sectarianism from our public schools, and to get such schools as are national schools. No Church has any vestige of power. The control and management rests wholly with the Government. Now I am authorised to give you a pledge in behalf of the Government—and mind you, when Mr. Scott made this very great pledge to the people of Saskatchewan he was elected on that pledge—the people trusted in that pledge—that as long as we remain in power no regulations will be altered nor anything done which will in any degree tend to destroy or modify the purely national character of our schools, separate or public."

One word more and I am through. My interpretation of the term "public school" is this, as I find it interpreted in Manitoba. It is not interpreted in our Province in the same spirit. In Manitoba it is set out that "The Public School shall be entirely non-sectarian." This, Mr. Chairman, as what we ask, as fairplay to the minorities throughout our province,—that our Public School be absolutely non-sectarian, and when we ask that no public school shall be held in any religious institution, and that no persons wearing these emblems upon their person be permitted to teach in such schools, we are making a wise and just demand. (Loud applause.)

Lady Member:

Mr. Chairman, in the La Flesche Convent they do not allow Protestant Children to attend. I know a Protestant girl who wanted to attend there, and she was denied that privilege, and she went to Gravelburg school and attended some months.

Chairman

A Convent is not a Public School.

Mr. De. Beauchamp:

Possibly I might explain that the La Flesche Convent is a

Settlers' School, and we have a Public School. But I rise to say a word in connection with the problem that Mr. Rondeau has brought before this meeting. I happen to be one of the committees that has studied the Gravelburg situation. I don't know if Mr. Rondeau seconded this motion or if he made an amendment to it; it is hardly complete, as it should include buildings as well where the insignia of the religion is displayed. I think the time has come when this matter should be settled, and settled for the benefit of all those who are anxious to abide by the Public School law. What we object to especially is not having the schools in a church building or religious building, but it is that this matter be not perpetuated. In poorer districts where the people need to have a school in a church it might be necessary, but not in a rich district.

Amended Resolution:

RESOLVED that the display of religious symbols in Public Schools be made illegal excepting during the period of religious instruction: and any schools violating this rule shall be prohibited from participating in all public money."

CARRIED,
one man dissenting.

Mr. Rondeau made the following motion:

"That no school of the province be permitted by the Government to hold forth in sessional hours in any religious institution."

CARRIED.

RESOLUTION No. 20.

RESOLVED that this Convention request the Government of Saskatchewan to so amend the School Act that all the assessable property in any Public School District at the time of the issue of any debenture shall be held liable for all rates necessary for the repayment of such debenture; and further, that the Department of Education be requested to take such action as may be necessary to relieve any School District at present in difficulties through the working of the present law in this particular.

MOVED by Mr. Cairns:

SECONDED by Mr. Currie, Vonda:

Mr. Currie:

Mr. Chairman, ladies and gentlemen, a year ago we presented to this Convention this same resolution. It was No. 8 in the last year's report. We tried last year to explain to you the reasons that prompted us to bring this matter before you. Now, in bringing it up again this year we do so because the resolution as adopted by this Convention last year brought forth no results. I mean to

say that the Department has paid no more attention after it passed this Convention, other than to add it to the repeated correspondence we send from our Schools Boards to Regina.

This resolution deals very largely with the financial part of your business. Most of you know that if you need some money and you have not got it you have to borrow it. You go to your Bank and if the Bank has confidence in you, they make you a loan. If they catch you getting rid of all your property and slipping away from the obligation that you have assumed, they will not give you a second one! Now, if you need money for your School District—that is, if it is of any amount—you usually issue a debenture. When you issue that debenture you have to issue a statement showing what you have got within the boundaries of your district to take up the repayment of that debenture. When they—the buyers—come on the market, they take a look around to see what sort of place you have. If you have a poor district, sparsely populated, and your reputation for meeting your taxes, etc. is not good, you will pay more for your money and you will have greater trouble in marketing your bond. Now the Bond Company, I find in every case where I have spoken to their representative, have always considered that when they purchased the debentures of a School District in Saskatchewan, they held the property within the boundaries of that district as security until the debenture was repaid. I venture to say that 90% of the Trustees in this Convention believe that when they issue a debenture they mortgage their School District for that money. Now, we thought so ourselves; we assumed a debenture there for a matter of \$13,000.00. The debenture was voted on by all the people in that district,—at least they were all entitled to vote because there was just a Public School District there,—and these people voted in favor of issuing a debenture. I have no doubt in the world that all those who had in their minds the forming of a Separate School District later on voted in favor of the debenture. There was some opposition; we were planning a large school. Some of these people voted against it, but I fail yet to find one vote opposed to that debenture from those people who afterwards pulled out and formed the Separate School.

Now, if you study this situation as it is developing in a great many places in Saskatchewan, you will find that it is not just springing up by accident. There is a hand that is working behind the lines. You cannot see it; you don't know that it is going on, but the organization that is pushing on this Separate School system and this unrest in the Province of Saskatchewan is working night and day. You must remember that Public School supporters are pretty much split up between all the different sects of the non-Catholic Church that we have in this Province. All other fellows, who have our Separate Schools, ARE ALL UNITED! Now, there is the difference! And I want to show you what happens to a school district when they step in. They have the assistance—I say this without fear of contradiction—they have had the assistance for a very long time from Regina in making their Separate School system a successful proposition. We will show you in other resolutions where legislation has been placed on the books which has given great advantages, at the absolute expense of the Public Schools in that district. Now I am going to show you what happens to a School District after a Separate School is formed. I will show you, too,

how it is possible for the property that the Bond Company thought they had the mortgage on to get away from the mortgage. It is all right! The Bond Company are not going to kick about this property getting away so long as they feel that there is plenty left to pay. This debenture must be paid. That is so long as there is anything left in the district to pay it. They will meet that, though, when they come to it!

Now, there is the district (Mr. Currie here displayed map showing district of Vonda.) When we issued the debenture, this district was five miles square, and a pretty good piece of country. A lot of us were there when it was formed,— and some of us are going to be there when it is finished! (Loud applause.) Those people were all one class of people; we had some mighty good French Canadians. They were fine fellows until someone came from the East who had control. This black (indicating on map) represents the stuff that has gone over to the Separate School; the white represents the property that is still held by actual resident people in the district. The most of them live in town because if they lived on their farms and endeavored to send their children to town, those children would have an awful time getting over the road with those Separate School pupils. I want to say that this block of land here contains seven quarter sections, and is owned by one man; those five by another man; those three quarters by another. This man here is the only man with a family, the other fellows being bachelors. Those properties represent the Hudson Bay holdings. Now the only thing that has saved our situation is the little town of Vonda, of a few hundred of a population. Now, when a district gets out up like that, and things begin to go, it is pretty hard to stop them, with our organization. Now, you take that map; it is possible three of us might die; if the Flu hit the country again it is possible that more of us would die! And who would buy up these three pieces of property? The Separate School supporters! Now, if you can beat that organization with the assistance that we have been getting from the Department in Regina since 1906, I would like to know your plan! We did not come to this Convention last year with this trouble because we were Conservatives, and because we had a knock at the Government. I want to tell you that Vonda has always been a Liberal constituency. I organized Batoche for the Provincial election. I have no bones to pick with the Government, but I think, in regard to the way they manage our school system, they have shown that it is impossible to get relief when it comes to going into a district where there is a French-Canadian settlement. I don't think we can get it, and I don't think Gravelburg has got it. There are twenty more districts just waiting to form Separate School districts. I would like to ask what is going on down at Qu'Appelle, at Delisle, in a dozen other places, and I will tell you what is happening in a lot of places to-day, if it were not for the interest of those who are unfortunate enough to live in the districts where there are separate Schools. We did not want to come out and tell the public of Saskatchewan that we had a system like that, because it simply locks the door to anyone who wants to come into the vicinity and purchase land, if he is a Public School supporter! We went in there when there was no such thing as a Separate School in sight. We lived in peace and harmony with our fellow citizens there; we did not care what a man's religious faith was, as long as he was a man! (Applause.) It did not make any difference. I care not whether a

man is a Baptist, Presbyterian, Roman Catholic, or what he is, as long as he is a man, but when we get a train load shipped in by the Dominion Immigration Department at Ottawa, and along with them comes a Roman Catholic priest who is in the pay of the Immigration Department, who has transportation all over Canada and has letters of introduction to the principal influential people of Saskatchewan, we cannot buck that! We have to take whatever they will give us for our property and beat it!

I say in conclusion that if the Department does not want to grant any relief in connection with conditions like those, it ought at least to be fair enough to say so. There are places in Saskatchewan where innocent people are going in and buying land, and there is another organization working tooth and nail to make that a Separate School stronghold! I was talking to one of your delegates yesterday, and he said: "I would never have bought there if I had known it was slated for a Separate School District." I am not saying that the Department slates these places for Separate School Districts; but I think they should be segregated and put into some corner where they won't bother the other fellow, judging by the amount of trouble they have caused.

There is just one more thing. We all boast about fairplay and the protection that we should accord to the rights of the minority. Our School Act is framed with the idea of protecting the minority I think you have seen, I think, you know, most of you, of places all round this fair province of ours where conditions are developing much as they did at our town. We were in the majority there; we were the whole cheese, as a matter of fact; there was no minority. After a while they came, a few people and they were the minority. Just before this train load arrived they took advantage of this situation, because they were not going to be the minority after this train load came in, and they took advantage and formed the Separate School. The Act says they do not have to pay the debenture at all. The debenture was issued for \$13,000.00. We are using now, two rooms out of the four rooms built. We have about 35 or 40 in the two rooms.

A Member:

That is all assessed on four or five men?

Mr. Currie:

No, that is the rural part of the district, but there is this little town of Vonda in the centre and they are paying 80% of the tax for the maintenance of that school. But what I want to get at is this, if the Government think this such an important matter as it is, and it is necessary, in the interests of the Province of Saskatchewan that we should have Separate Schools, then why not let the people of Saskatchewan bear this expense? We say that this debenture for \$13,000.00 was issued; it is a thirty-year debenture; there are twenty years to go yet, and this ought to be met by a levy on that whole district. If the Department says it is not right to levy on these people, then let the Department finance us for the amount that they have taken away from us. (Applause.) We are forced to pay it by law, and the Government are the only people who can see that fairplay is done there. I submit, gentlemen, that you give favorable consideration to our resolution. (Loud and prolonged applause.)

A Member:

We are up against the same proposition. Do you think we are going to put our necks in a noose and build a school as it should be built, and then get this pig in a poke?

Miss Tanner, Marquis School District:

We have a Separate School in our district, and we are up against the same proposition. Our district at one time was working harmoniously with a Public School, and about three or four years ago the Separate School was organized. Our lands are gradually being taken away by the Separate School supporters, and our school is being deserted by them. Our school buildings now are reaching the stage where they will no longer serve the needs of our Public School, and we are needing a new school, but on account of prevailing conditions it is doubtful whether we will be able to have the new school. The tax rate in the Public School is considerably higher than that in the Separate School, on account of the much larger area that is contributing to the Separate School. I presume the condition is rather uniform, in that the Separate School has a very small number of children attending it. The Separate School teacher told me not long ago that when she resumes her duties at the first of March she will have four pupils. Our Public School now has something over thirty, but the area that is taxable for the support of the Public School is much less than that taxable for the support of the Separate School. We are up against this condition, and we must find a way to meet it, but it seems to me that if we, as citizens of Canada, face the question squarely and use intelligent methods in dealing with it, that there can be found some remedy for it. I would like to see the people of Canada, regardless of religious faith, meet the question squarely and see that we have schools that meet the needs of our rising generation, and arrive at a decision where religious questions can be put in their proper place, and our schools receive the consideration that they should have regardless of religious opinions.

Mr. Orchard, Tregarva:

Mr. Chairman, ladies and gentlemen, it seems to me that the only solution of this thing is to cut out the whole business of Separate Schools. (Applause). As I understand it, the only excuse that ever existed for maintaining Separate Schools in Saskatchewan was because they were supposed to have rights previous to the formation of the Province. The only rights that they had previously were given for a short time by the Dominion Government. Previous to that, there was no such thing as a Separate School. The Dominion Government gave them the right to separate schools, but there were only a few, and when this was turned into a province, they claimed that they had to maintain Separate Schools because of previous rights. I think the time has come when a nation like Canada cannot be bound by an Act passed years and years ago by other generations. (Loud applause.)

CARRIED.

A Member: (Mr. Orchard of Tregarva)

A friend of mine just handed me a resolution which he drafted last night, and he thought, and I think, it might settle the resolution No. 2, 3 and 4. It might not help out the Vonda situation, and while I am encroaching a little on the Vonda resolution, I should like to read this:

"WHEREAS the existence of Separate Schools
"in Saskatchewan, whether Protestant or Ro-
"man Catholic, is distinctly prejudicial to
"harmony and co-operation so necessary be-
"tween Canadian citizens of various national-
"ities and religious beliefs, and leads to var-
"ious complications in the raising and allot-
"ment of taxes and paying of debentures, as
"evidenced by Resolutions No. 2, 3 and 4;
"THEREFORE BE IT RESOLVED that
"this Convention of the Saskatchewan School
"Trustees' Association requests the Provincial
"Government to take action towards the abol-
"ition of all Separate Schools in the Province,
"thus acting on the principle of equal rights
to all, and special privileges to none "

Chairman:

Ladies and gentlemen, that resolution is not an amendment, but I think that we can receive it, and deal with it as a substantive resolution at a later period in the discussion. It will be on the table and can be dealt with later, if that is your will. Are you agreed? (Cries of "Yes, yes".)

After Dr. Helen MacMurchy's address, the above resolution, moved by Mr. Orchard of Tregarva, was taken up for consideration.

Mr. Orchard:

I am glad, Mr. Chairman, ladies and gentlemen, that it has been my privilege to voice something which has been bottled up in the hearts of almost everybody here. We must remember that though this may stir up a little ill feeling in some quarters at the present time, it is going to cut out ill feeling, and perhaps bloodshed, in generations to come. The time to settle a question like this is while it is comparatively small. I want to say, also, that my position on this is very similar to that of Mr. Currie. I am not going at this as a man of a certain party; I have always had the greatest respect for Mr. Martin, but I think the very best thing, perhaps, that we can do is to give him such a push from behind, and such strong backing, that he may be made to do the thing that perhaps he wants to do as much as we want him to do it. I want to say, also, that this was a previous right of a people; it was a previous privilege given, but an unjust privilege from the start, and I think that it refers just as much to the Protestant as to the Catholic. No Protestant has ever asked for a privilege of this kind. Perhaps the strongest point is that made by the gentleman who said that the very possibility of a Separate School being started and putting the

People in the position in which Vonda now finds herself hurts proper progress in many districts. This is a thing that people are afraid of, and therefore, Mr. Chairman, I leave the resolution as it is before the Association, and hope you will deal with it as citizens. (Loud applause.)

Mr. Chas. S. Dixon, Spencer School District, seconded.

CARRIED UNANIMOUSLY
BY A STANDING VOTE AND
PROLONGED APPLAUSE.

Chairman:

Perhaps we had better deal with the other resolutions on the same subject, Nos. 2, 3 and 4.

RESOLUTION No. 2.

MOVED by Mr. Cairns:

SECONDED by Mr. J. H. Holmes:

RESOLVED that this Convention request the Government of Saskatchewan to amend the School Assessment Act so that the taxes of corporations within the school district shall be assessed and rated as and for the Public School unless a notice has been filed with Secretary treasurer of the municipality by the company requiring that its property liable to taxation shall be entered, rated and assessed for Public School purposes or for Separate School purposes, or partly for one and partly for the other in such proportions as the company may decide, as was provided by Sec. 44, Cap. 25, S.S. 1915, prior to its amendment in 1917. (2) Vonda S. D.

RESOLUTION No. 3.

MOVED by Mr. Cairns:

SECONDED by Mr. Currie:

RESOLVED that this Convention requests the Government of Saskatchewan to amend the School Assessment Act so that where a corporation has been rated or assessed as a Separate School supporter the trustees of the Public School District may give notice to the corporation in writing, in a form similar to that provided by Section 43 of the School Assessment Act for use of Separate School Trustees and that the Public School District be granted all the rights and benefits now enjoyed only by the Separate School District in respect of said Section 43, Cap. 25 S.S. 1915 Vonda S. D.

RESOLUTION No. 4.

RESOLVED that in the opinion of this Convention the School Assessment Act deals most harshly and unfairly towards Public Schools when corporations are called upon to make returns showing the religious faith of its shareholders, failing which returns, either through neglect or impossibility, the said corporation's taxes are divided with the Separate School in a still further unfair manner, regardless of the portion of their capital owned by those of the religious faith of the Separate School supporter.
Vonda S. D.

Mr. Currie, Vonda:

Mr. Chairman, ladies and gentlemen, in regard to resolution No. 2, when the School Act of 1915 was put through, corporations had the right under Sec. 44, Subsection 4 of the School Assessment Act to notify the Secretary Treasurer in writing that they wished their property assessed to the Public School or to the Separate School, or partly for one and partly for the other. Most corporations, they say, have no souls, and they certainly have not any religion, so why should they have to support anything but the national school, which we take it is the public school? Now that was the position we took when the province was formed, so if the powers at that time undertook to say that they would make any radical changes in favor of one system of the other, I don't think they had much right to make any changes which would affect the taxes from corporations. In our School District, which is not any larger than the average, we have \$136,280.00 worth of corporation assessment. We get this chiefly from the Lumber Companies, creameries, Banks, the local Company of our own, Presbyterian Churches, etc., etc. We have an hotel company that incorporated for the purpose of providing public accommodation. We have the Massey Harris Co. the Express, and the Telegraph Companies, and six elevators. Now these people have \$136,000.00 worth of property in that district. Under the old Act we got all of these taxes, because they wanted to be assessed to the Public School. Some of these are American Companies and have American Directors, people who do not tolerate Separate Schools in their own land, and don't want their property assessed to Separate Schools in this country,—yet the Government, in their good judgment, saw fit to cut out Subsection 4 of Section of 44 in 1917, leaving the Act so that it reads this way:

"The assessable property of the Company shall be entered, "rated and assessed upon the assessment roll for the Public "School District, and all taxes so assessed shall be collected "as taxes payable for t e sai Public School District."

That is, you have got to stand the expense of collecting the taxes if there is any trouble, and when so collected, such taxes shall be divided between the said Public School District and the Separate School District in the proportion and manner, and according to the provisions set out in the notice of the first subsection of Section 43. Now this is the way it is to be divided: "It will be divided between

said Public School District and the said Separate School District in shares corresponding to the total assessed value of property assessed to persons other than corporations—not the total assessed value of the district, but the total assessed value of the property assessed to other than corporations for public school purposes, and the total assessed value of the property of persons for separate school purposes. The corporation assessment is \$139,000.00. That leaves \$503 that is not corporation stuff. Now the separate school have \$297,409.00—in other words they have \$297,000.00 divided by 503.00, which gives them approximately \$80,000.00 of this corporation assessment that they can steal from us, but for one little thing that happened and I have no doubt that when the next session of Parliament meets, the Act will be again amended so that the Act will give them this, too! I think there is a big convention of Trustees going to be held in Saskatchewan shortly, and they will have resolutions. I wonder if they will have attention?

Now Resolution No. 3 deals particularly with Section 43 of the School Assessment Act. Section 42 says "The Company may, by notice in writing, require property to be assessed to the Separate School". Section 43 says that in the event of the Company not giving the notice required in Section 42, they may give the notice which makes provision for the division of the taxes. The Act further states that the notice shall be continuing; that is, it does not have to be given from year to year, and is acted upon until cancelled in some way. Now we may know that 30% of the capital of a corporation is owned by separate school supporters, and to-day it is all practically public school stuff, and we may want them to issue a new statement of their standing. We have no power to get that under the Act, but the Separate School people have. We want that right! (Applause.)

(Upon a vote being taken Resolutions 2, 3 and 4 carried unanimously.)

RESOLUTION No. 21.

MOVED by Mr. Cairns:

SECONDED by Mr. John Murphy:

RESOLVED that this Association recommends to the Minister of Education the appointment of a commission to frame a plan or map of consolidations in settled portions of the province, so that rural districts desiring to form consolidated schools, may effect such consolidation as speedily and conveniently as possible in accordance with said plan. (Regina S.D.)

A Member:

Supposing that map prepared by the Government covered three or four school districts, and the majority of those districts desired to enter into consolidation, would the other division be forced into consolidation?

Chairman:

That would be a matter for local adjustment.

CARRIED

RESOLUTION No. 22

MOVED by Mr. Cairns:

SECONDED by Mr. Anderson:

RESOLVED that this Association strongly urges all schools districts in Saskatchewan to take the necessary steps to prepare the school grounds for the planting of shelter belts of trees and shrubs in order that the appearance of the schools of Saskatchewan may be improved, and in order that they may serve as an object lesson in the neighbourhood.

Regina S.D.

CARRIED.

RESOLUTION No. 1.

MOVED by Mr. Cairns:

SECONDED by Mr. Holmes:

RESOLVED that this Association request the Government to materially reduce the present charges at present levied by its Local Government Board on all work submitted to this Board by the school districts of the Province, as the present exorbitant charges constitute a heavy drain on school finances, and are altogether out of proportion to the services rendered by the Local Government Board. (Saskatoon S.D.)

CARRIED.

RESOLUTION No. 9.

MOVED by Mr. Cairns:

SECONDED by Mr. Wiggins of Radisson:

RESOLVED that representation be made by this Association to the Provincial Government urging upon said Government the advisability of adopting the Alberta system of Library Grants. (Regina S.D.)

Chairman:

This means that in Alberta the Government sends out books to the School Districts in lieu of the money grant paid to the district complying with the terms of the law. That is a grant not exceeding I think, fifteen cents per day. Also, when a new district is formed, the Government gives that district, as soon as the Secretary Treasurer is appointed, a grant of books to the value of \$15.00. They have there a School Libraries Commission which does as one of the delegates suggested to-day, it buys the books in wholesale lots, books considered by them, as competent authorities desirable to be read by the people of the district. These are put in the district under the choice of the teacher and the committee of the district. In the last five years they placed in the school libraries in Alberta over 500,000 books for the people of the district to read.

A Member:

You mean by the School Grant the school grant that we have been using in financing the school, or is it a separate grant for financing the libraries alone?

Mr. Morton:

I got my information from the Winnipeg Free Press about Christmas. When a new school is formed we send \$15.00 worth of books to that district, and they are there the first day the school is opened. When the inspector visits the school he makes a report, and based on that report we send a maximum grant of \$30.00 the following year. In the cities and towns the grant is not quite so liberal. As a result, we have hundreds of books in the schools. The books are bought by the carload, and are therefore secured at the lowest possible rate, and the maximum value is given to the rural districts. They are selected according to the national and other needs of the particular district in which the books are placed, and you need not be hesitant about the Government not following our example in that one respect at least, because we are perfectly well satisfied with the results we are getting.

CARRIED.

RESOLUTION No. 23

MOVED by Mr. Cairns:

SECONDED by Mr. Anderson:

RESOLVED that with a view to securing permanent teachers of the right type, this convention of Saskatchewan School Trustees would respectfully urge our Government to take the necessary steps to provide an adequate system of pensions for teachers. (Regina S.D.)

A Member:

If the Government would set a decent scale of wages there would be no necessity for this.

Chairman:

They say they cannot set the wages at the present time.

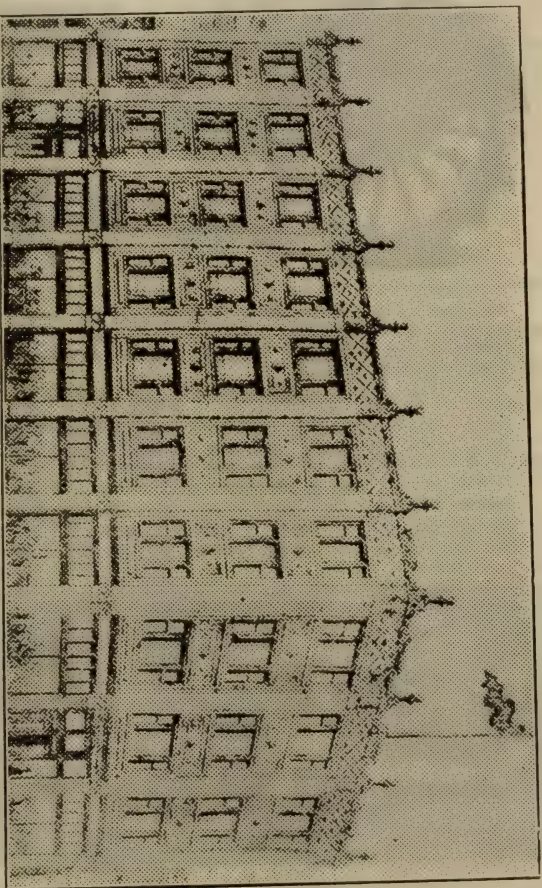
Mr. Jarrett, Saskatoon:

Mr. Chairman, before you pass a resolution of this sort you should give an expression of opinion as to when a teacher should receive a pension. Is it fair to give any class a pension if they will only be five or ten years in service?

Chairman:

We say first that it is desirable to secure permanent teachers of the right type. To do so you need to remove from the teachers any

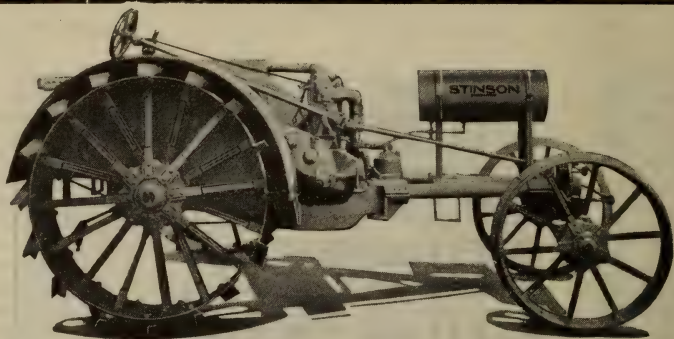
The
Best
Place
to Shop
After
All



The
Best
Place
to Shop
After
All

THE NEW HOME OF THE
Seymour Trading Co.
LIMITED
Now Under Construction
THE OPENING WILL TAKE PLACE THIS FALL

The Stinson Kerosene Tractor



Will easily pull a 12 Horse load at 3 miles per hour on freshly plowed land, or drive a 28" Separator in heavy straw.

Motor is set crossways, so gears are all square cut, and pulley is driven without the use of gears.

75% of total weight on drive wheels. All gears are enclosed, running oil, water air washer keeps dust out of motor.

Long swinging draw bar enables it to turn short with a load.

Large roomy platform' with spring seat, operator well up out of the dust, and has unobstructed view in all directions.

It has no side draft at plowing neither does it double pack the land.

It does not drive thro. bevel-gears-chains frictions or worms.

It does not boil the water in cooling system.

See this Tractor, or write us for catalog and full particulars before you buy.



Pulling a 10 foot double cut disc Harrow at the University of Saskatchewan

The 3 P Tractor Attachment and a Ford will pull a 5 Horse load 3 miles per hour, without harm to the car.

WRITE FOR FULL PARTICULARS.

The Saskatchewan Grain Growers, Limited

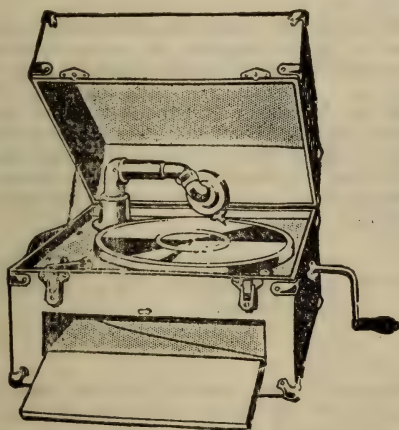
REGINA

R.H. Williams & Sons

REGINA

LIMITED

School Trustees are Invited
to Visit our Music
Department



The Portophone

A specially constructed Phonograph for school and outdoor use. It is built right into a black leatherette carrying case with a compartment holding twelve records which fits inside of the lid when closed. Plays all make of records with perfect tone, no scratch, no noise. For use inside the School room or out in the play grounds.

OUR SPECIAL PRICE
FOR SCHOOLS.

\$60.00

EDUCATIONAL COLUMBIA RECORDS

SUITE AND OVERTURE

- | | | |
|---|-----------------|-------|
| Peer Gynt Suite. Part I. "Morning." (Greig.) Columbia Symphony Orchestra. | } 12 in. \$1.50 | A6109 |
| Peer Gynt Suite. Part II. "Ase's Death." (Greig.) Columbia Symphony Orchestra | | |
| Peer Gynt Suite. Part III. "Anitra's Dance." (Greig.) Columbia Symphony Orchestra. | } 12 in. \$1.50 | A6110 |
| Peer Gynt Suite. Part IV. "In the Hall of the Mountain King." (Greig.) Columbia Symphony Orchestra. | | |
| William Tell Overture. Part I. "At Dawn." (Rossini.) Prince's Orchestra. | } 12 in. \$1.50 | A5765 |
| William Tell Overture. Part II. "The Storm." (Rossini.) Prince's Orchestra. | | |

cause of worry as to old age, or as to what will happen to his family and children if he is suddenly taken off. If an adequate system of pensions was arrived at by the Government this could be provided for, as it has been in New Zealand, and works to the greatest satisfaction not only of the teachers but of the people of New Zealand.

Miss Tanner:

Mr. President, in other lines of public service do we not pay our public servants salaries sufficient to cover their living, and if they are frugally minded, as every citizen should be, should they not be able to provide for their old age and for their families as other Canadian citizens do?

Chairman:

I would just say in regard to that that the Government makes provision for pensions in regard to a great many of their employees as do many of the larger corporations. At present the salaries are not adequate.

Mr. J. H. Holmes, Saskatoon:

Mr. Chairman, I would like to say sir, that this matter has been before the Teachers' Association of Saskatchewan for some considerable time, and up to the present the teachers themselves are not decided and are not unanimous by any means. I believe, sir, that this matter can very well be left in the hands of the teachers until such time as they have made up their minds as to what disposition they would like to have in the matter. After they have pronounced upon it I think it would be plenty of time for the Trustees' Association to take the matter up. In the meantime, we, as trustees, can do our part by looking after the salary end of it.

On the motion of Mr. Goulden,
duly seconded, this resolution
was tabled.

Miss Tanner:

Mr. President, in other lines of public service do we not pay our public servants salaries sufficient to cover their living, and if they are frugally minded, as every citizen should be, should they not be able to provide for their old age and for their families as other Canadian citizens do?

Chairman:

I would just say in regard to that the Government makes provision for pensions in regard to a great many of their employees, as do many of the larger corporations. At present the salaries are not adequate.

Mr. J. H. Holmes, Saskatoon:

Mr. Chairman, I would like to say, sir, that this matter has been before the Teachers' Association of Saskatchewan for some con-

siderable time, and up to the present the teachers themselves are not decided and are not unanimous by any means. I believe sir, that this matter can very well be left in the hands of the teachers until such time as they have made up their minds as to what disposition they would like to have in the matter. After they have pronounced upon it I think it would be plenty of time for the Trustees' Association to take the matter up. In the meantime we, as trustees, can do our part by looking after the salary end of it.

On the motion of Mr. Goulden,
duly seconded, this resolution
was tabled.

RESOLUTION No. 40.

MOVED by Mr. Cairns:
SECONDED by Mr. Dresdale:

RESOLVED that in view of the unfortunate situation which has arisen in the University of Saskatchewan that we, The Saskatchewan Saskatchewan School Trustees' Association, go on record as favoring the fullest investigation into the affairs of the said University.

Rev. A. J. Lewis, B.A. Langenburg:

Do you think it is wise, Mr. Chairman, that a body of this magnitude, representative of the educational interests of the province, should make any pronouncement at the present time, while the case is sub judice? In less than two weeks' time the King's Bench will adjudicate on this case. It may be that after their pronouncement is made we, as a Trustees' Association, will have to make a far stronger resolution than we have at present, and it seems to me that it is not fair to the University, it is not fair to this body of trustees, and it is not fair to the dismissed professors to pass this resolution just now. For that reason I think that we, as an educational body, ought to express our gratification that this investigation is being held, and we ought to wait until they make a pronouncement. It seems to me that this is a judgment on the University (cries of "No, no" and "Take it back"). I am interested in the University, and you know that during the last ten years the educational activities of the University have made progress,—splendid progress,—and we need not only criticise them but we ought to do something to encourage them in the great work they are doing. Why not say we view with gratification the fact that an investigation is being made of the University matter at the present time, and let us wait for our judgment until the pronouncement is made. I move that as an amendment.

Mr. W. F. Goulden:

I trust that you have all read this resolution very carefully. What are we doing with this resolution? We are simply going on record as an educational body as favoring the fullest investigation into the affairs of the University. Now our government, in arranging for this investigation, has proven that there is need for an

investigation. What we want to do, as the greatest educational body in Saskatchewan, is to say "You have done right; we back you up." It is not a question of going into the merits or demerits, or anything of that kind. We simply want the fullest investigation of the facts, and nothing else. I do not speak for any member of the Executive; I speak for W. F. Goulden.

Rev. Sutherland:

Mr. Chairman, I am very sorry that this resolution came in before the meeting at all. I don't know who is responsible for it but it has come here without being fathered. There is no name attached. But I think this Association must confine itself to the matters that are more strictly our business, and when we have a large number of resolutions before us, and it is necessary to deal with them in a hurry, and it is not possible to give judicious consideration to any of them, we lessen our force in passing a lot of resolutions without due care.

Now I don't agree with the last speaker that we can pass this resolution without in some way taking side in this unfortunate quarrel in regard to the University. The resolution is a very innocent resolution; it is one that has appeared a great many times before public bodies. I have no doubt it has been carefully cleaned, and combed and dressed so that it will not cause suspicion. (Reads resolution down to the word "University"). Well now, I object to being asked to put myself on record as saying that there is an unfortunate situation in the University. There are other people who say that there is not an unfortunate position in the University, that there is unity and harmony, and there is special work being done by a splendid body of men. We would not dispute that it is unfortunate that there was an unfortunate dispute regarding the University,—this dispute which we meet with in the press, that comes up at meetings like this. It is damaging the University! We have a University that is the admiration of people outside our province, and we ourselves are damaging one of our most precious possessions if we aid in this. When you ask me to say that there is an unfortunate situation in the University you are asking me to judge this matter and take sides in this quarrel. I know it is the opinion in the University itself that the men who have gone in there are just as good as the men who have gone out, and I take it that this Convention is not the body to pass judgment on a question like that. I say that the motion asks us to take sides. If we are passing a resolution it should be one of satisfaction, of admiration for the splendid work of the University, of which we should all be proud.

Now I take it that this whole question has been raised because a committee has made it its business to raise it. I think it is an imposition on this convention. Why bring in a question of this kind. We are certainly injuring the University by passing such a resolution. There has been a campaign of knocking at the University, there is no question of that, and this knocking is doing a great deal of harm. (Great disturbance, and cries of "Question" and "Put him off"). I move that this resolution be laid on the table.

Mr. Winkler:

I second that.

Resolution laid on the table.

Mr. J. H. Holmes, Saskatoon:

I have a motion here following on the other which I would like to present to this Association:

"That the Saskatchewan Trustees' Association
"fully endorse the following resolution passed
"by the National Educational Conference held
"in Winnipeg in November 1919:

"That having regard to the principle of fair
"and open discussion as a fundamental prin-
"ciple of democracy, the Conference urges
"upon all bodies in whom is vested the con-
"trol of educational affairs the necessity of
"dealing in a frank and public manner with
"cases involving the reduction in rank or dis-
"missal of teachers or instructors under their
"control!"

This is a principle involved, Mr. President, which has to do with the engagement of every teacher coming under the jurisdiction of the Trustees of this Province. This motion has been carried through unanimously by the National Council meeting in Winnipeg in the fall, and I think it is a splendid resolution which should be heartily endorsed by this assembly.

Mr. Anderson, Seconded.

CARRIED.

At this stage of the proceedings the Chairman intimated that the time had come when the program called for discussion of the next place of meeting of the Convention. Dr. J. L. Hogg, as Chairman of the Public School Board of Saskatoon, extended a hearty invitation to the Convention to have its next annual meeting in the city of Saskatoon, assuring the delegates of a hearty welcome and a united effort to give them a pleasant time.

Mr. Drysdale suggested that the Convention be held in Swift Current, as that would give the delegates in the Western part of the Province a better chance to attend, but a member pointed out that Swift Current would be too small for such a large Convention.

**MOVED by Mr. Sutherland:
SECONDED in several places,**

That the invitation of Dr. Hogg to hold the
Convention in Saskatoon next year be accepted
CARRIED.

ADDRESS BY
DR. HELEN McMURCHY
on
THE ESSENTIALS OF EDUCATION.

From what point of view is this vast subject to be considered? What must be taken for granted as a foundation before the point of view is chosen? If there is to be education there must be those with whom education is to deal, and there must be that in them which no education can create. Before and beyond the efforts of the educator there must be that of Home Life, without which no education worthy of the name is possible, and there must be a parental character which will remain the example and ideal for the child who is to be educated. The most potent influence for good in the lives of human beings is and ought to be the Home.

There may be those who deny us such a foundation for Canadian Education. To them two answers may be made. First, that if their denial is in accordance with the facts of Canadian Home Life and parental character, it is a call to educators to look "forty years on." In so far as their denial is in accordance with facts, it only means that the real responsibility of education in this generation must be more fully grasped. If Homes and Parents are not what they should be, then our responsibility is doubled. "The child is father to the man"—and we must see that this generation is more fit for Home-making and Parenthood than the last one was—better men than their fathers—better women than their mothers—able to build better homes than those into which they themselves were born.

The second answer was made plain from August 4th, 1914, to November 11th, 1918.

When the storm of war smote our nation and empire—when the deluge came, after many years of peace and plenty had passed over us, there went from this city and province, and from every other city and province of Canada, nearly five hundred thousand men (not forgetting our nursing sisters) out of our seven and half million population—one out of every fifteen. Their intelligence—their marvellous aptitude for learning the arts of war—and that quickly—their strength of mind and body — their matchless courage—their gentleness and patience—their love and undying devotion to their Canadian homes and their British heritage—these made the world know that our homes and schools had brought forth and taught those who were fit to fight and ready to die.

Like the Universities and Secondary Schools of the Old Land, there is not one among the Canadian Universities and Secondary Schools whose history is not now made glorious forever by her Honour Roll, and there must be few among all the other schools of the land, rural or urban, who cannot claim the name and fame of one—or many—among the Glorious Dead whose lives were laid down to make possible their new-born world which we, unworthy as we are, do now inherit. These men showed that Home Life and

School Life in Canada must have been builded well. School and College nursed and trained them, but the Father and Mother who bore them have the greater glory.

The mood of the British Soldier—high courage and infinite tenderness commingled—is the creation of British womanhood. It is to the mothers of the fallen, more than to any others, that we shall owe the victorious renewal of our ancient strength and a right use of victory in the days to come.

This, then, we may take for granted, Canadian Educators have, as a rule, in those who fall into their hands, good material to educate. We have a foundation on which to build the Essentials of Education, whatever these may be.

But from what point of view shall we gaze at these "Essentials?"

"If Age could—and if Youth would," we are accustomed to say. But the proverbs of the world are not made by all the people of the world. When did the Younger Generation ever make a proverb? It is the older generation that makes proverbs—"If Age could, and if Youth would," is the view of the older generation. That is how it looks to Age. How does it look to Youth? Don't you remember. If you wanted to go to Moose Jaw then, what did you say? "If Father would only let me go to Moose Jaw". Sometimes—"Never mind, wait till I am my own master." And so on and so on. That is the way it looks to youth. "Age has the power to let or hinder me." "If Age would," says Youth, and "If Youth could."

What do we mean by Education? Sir Ray Lankester says, "We mean that specially chosen and directed course of training and study which an older generation imposes upon the younger." It might not be a bad thing if—just for once—we looked at the Essentials of Education from the point of view of the younger generation.

From the point of view of youth the first plea is for the body. What is Nature's law for children? Unceasing but gentle and progressive muscular activity. It is their nature. The infant wildly waves arms and legs, discovers and explores hands and feet, toes and fingers, puts everything into his mouth to really find out about it, creeps and crawls and climbs, by and by gets on his own feet and toddles, then runs and scampers—Wee Willie Winkle upstairs and downstairs in his nightgown. And we take a human being like this, and compel it to sit quietly, and stand in line, and keep its 208 bones and its innumerable muscles still—take away its activity—and pretend we are educating the aforesaid human being, and every fidget, every break in the standing line, every time the little legs swing, and the little arms move, every signal is a call from Youth—"If Age only would give my body a chance." If a line is to be drawn between the spiritual and material aspects of education, the cultivation of a sound physique lies on the spiritual side of it.

It is evident that instruction and practice in the laws of health is in itself an important kind of education, and no intellectual training can be regarded as satisfactory which is not built upon the foundation of sound physical health.

No school-session of even half a day should go by without due care being given to the training and development of the body, especially by play—and the whole body should share in it.

The Goddess of War has torn a veil from our eyes and shown us where we are. We cannot raise our C3 Adult population to A2. It is too late for them to reach A1. But we have one chance to see that the coming generation stay where nearly all of them are born—in the A1 category. To the Ministers of Health and the Ministers of Education in Canada, the Baby, the ex-Baby and the Child of Pre-School Age, and the School Children call—"Give my body a chance."

II. It is one of the Essentials of Education that the School, externally and internally, should be a real intellectual and spiritual home for our children, and that its equipment should be suitable of children. Nature, Art and Beauty should be represented in the School Room. Things worth looking at every day should be there for the children to look at. "Ugliness and education should never be associated together." "The senses are the gift of God as truly as is the reason, and the intellectualism which neglects altogether to cultivate them is as unchristian as the materialism which cultivates nothing else. To starve the appeal of form and color is to empty life of beauty and to provoke a reaction which seeks not beauty but excitement. We believe that the natural culture of many children is some form of artistic or creative work, as the natural culture of others is science or literature. To divide education from the natural tastes of a considerable proportion of children is to sterilise the former and brutalise the latter. Discomfort, dust, dirt, darkness, blackness, should not be permitted in our schools. The teacher's room should be like mother's room as far as possible. The child should have space, comfort, friendly help, stimulus, the proper pride of possession, the pleasure of work, in his School Home. He should truly be at home there, and should be at his best. It should never be a place of grim suppression, or terror or suffering, or fighting or stern opposition, or starvation of the senses, or alienation of the heart.

III. We must justify the ways of the School to the child. "Remember," said the Professor of Anatomy to the struggling student, "Anatomy is a reasonable thing." "If Age would"—cries the child—"only give me some idea what this is all about." "I cannot see the good of it." No wonder Youth feels that way! We have to learn that school life is not a preparation for living, but is a part of life, in fact it is life. What is the use of adding "A" to "B" says the beginner in Algebra. "What does Geometry mean?" says the brighter boy, while the "good" boy just learns it by heart, regarding it not at all, or regarding it as part of the unreasonableness of age, which "would" make boys learn a thing like that.

Children have a pretty good working hypothesis of Home Life. They see the connection between Home and the great world, between Home and their own after life. But between School and the Home is a great gulf fixed. If we reform our education a bit more so as to bridge that gulf, and then a bit more so that the pupil may see that there is some reasonable connection between what is done in school and what is being done, and going to be done, in real life, it

will make a difference. We should have Youth on our side if we give it, as Professor S. S. Laurie pleads, "Some of the advantages of the gutter," and avoid the dangers of overteaching. Let these new active minds learn. As the Flight Instructor says to the Cadet about his aeroplane. "It wants to fly, if you will only let it fly"—the mind is made to learn, let it take the air, let it learn. Give it something to nourish it.

You cannot explain everything to a child, but if you go and sit where he sits, in his little school room seat, you can see it from his point of view and show it to him so, and that is all he wants.

IV. The interest of the Child's Heart is one of the great Essentials of Education. To the little child and the big child the world is a desperately interesting place. School is not. Why is it that so many children do not like school, and are not interested in it? Why, indeed! unless it is that School is not interesting to them. There is nothing fresh and glorious about it. Nothing of the Great Adventure. The atmosphere is dead. Many teachers are having a hard, monotonous, gray, grinding, drab, dreary time teaching school. Their faces often show it.

There is many a sweet and pleasant Canadian school room. But what about the ordinary or average? What about some school houses you have seen from railway trains, or in a country or city, which are nothing less than a disgrace to us, and whose appearance as well as the spirit of the place are too dreary and ugly to be fit for a prison—not to mention a school!

The schools themselves might with advantage change their appearance. To erect buildings less audaciously frightful than most urban elementary schools are to-day would probably not be more expensive, and would certainly be more in accordance with the spirit of education.

We must make our work interesting to ourselves, and the only way ever discovered to do that is to put, not half a heart, nor a quarter of a heart, nor ten per cent of heart into it, but a **WHOLE HEART**.

It is one of the Essentials of Education to teach children to put their hearts into anything,—to "put their backs into" it, as the saying is, according to the measure of their strength. No halfness. The spectacle of a child with an open book before him, not studying and not doing anything else but dawdling, not using his mind at all, not for a moment putting his mind on what he is doing, is as ominous as it is common. There seems no cure for this but that compelling interest that enables us to "Carry on" by the stimulus of it. And unless that teacher has that wealth of interest quick response, energy, how can he or she communicate it to others or ask it from them. We have to take pains with ourselves. We have to be in contact with the real springs of interest in the child's life if we are going to make these the motive power to enable him to educate himself. For the pupil must do his rightful share. We cannot do it for him. But we can provide the atmosphere in which it can be done and the example which shows the way. Sir William Osler, at whose feet as a teacher the whole medical world sits, was

always supremely distinguished for this quality of whole hearted, fascinating and fascinated interest in his work. In his Clinic students were judged by their clinical work with and for the patients who were assigned to them from time to time for special study and care. The student wrote the "History of the Case" and on the next day would read it to Dr. Osler. For the student, everything depended on how he acquitted himself in his practical work. He would be reading away after the manner of student. But the Chief forgot nothing and neglected nothing. "Ah—that's a very interesting condition," he would say, his kind but piercing look concentrated on the patient—"Very interesting." And he meant it. That patient was then the one thing in the world to Sir William Osler. Energetic, enthusiastic, whole-hearted, enduring work,—"the master word is work."

Another of the Essentials of Education is that we should teach our pupils (a) what they can learn, and (b) what is worth knowing. When they are old enough and wise enough to think it over, what will our pupils wish that we had taught them? The very question calls up to you memories of many persons who, whatever trade, business or profession you yourself may be following, have privately expressed to you a life-long wish to have followed that very vocation. We do not see that secret consciousness of powers and gifts that nobody has yet discovered, that the child was too timid to believe in and the youth was not sure enough to trust himself to, as to a life-line, and so we lose us many a leader.

Of course children will want to read if you give them any glimpse of the joys of reading. Of course they like bread and butter subjects and knife and fork subjects. Well, at least these pupils have one foot on the first rung of the ladder of learning—they are on the King's Highway of Education. In the case of many a pupil who is obviously and apparently stupid, it is not unusual to find that there is something he knows about. Take Dr. Hinshelwood's case of the boy who was "word-blind" and left school without learning to read. Later, he taught himself to read by studying the reports in the papers of football matches, in which he was interested. There is the impelling, overmastering urge of personal interest. The cultivation of a taste for craftsmanship is one way in which education may be made more stimulating, because in one form or another it appeals to all children and is intimately connected with their interests. We cannot doubt that if our national system of education is to realize its full potentialities of good for the community, far more attention must be given in the future than has been given hitherto to the discovery of the ways in which children may not merely acquire knowledge, but may develop capacity for employing their leisure in reasonable and humanising pursuits, which will remain with them when their school days are over, and above all may train themselves through the corporate life of their school in the art of self-government.

For education is the "quickening of intelligence and the ennoblement of character." Its ultimate object is the development of personality. The object of education is to assist human beings to become themselves, to fit men for the unselfish service of their fellows. But the key that unlocks the door of that treasure-chamber in the child's mind where his gifts are hidden must be found. We

must find out what he can learn. We must look for the key. Research is required. Also how the child can learn. There is no one way to learn; each mind has its own way.

It will soon be one of the Essentials of Education to conduct this Research in a scientific manner. It is not an idle guess, it is not even drawing a bow at a venture, to say that the time is approaching when we shall have in our hands a new and useful ally in such research. As a result of all the work that has been done in the laboratory and in the class room, as well as in the army, on mental tests, intelligence testing, the theory of a general intellective factor, and the theory of another general factor analagous to the so-called intellective factor, but relating not to intellectual powers but to emotional powers (e.g. the will) shown in character as apart from intellect, it has become evident that it is not only possible but our bounden duty to change the blind-folded attitude which we have hitherto assumed in considering the education and especially the vocational education of those for whom we are responsible. We are coming to the time when intelligence testing in the hands of an expert, will be a real help to us and will prevent many a tragedy, not only of the schoolroom but of the whole life of the individual.

Up to the age of eighteen years at least boys and girls must be thought of, and treated, not as wage-earners, but as potential citizens and potential parents. The next generation must not bear the economic burdens of this generation. Their time will come. But the possibility of establishing an improved system of education depends in no small measure upon the recognition by all classes that children and young persons must be regarded primarily not as wage earners but as potential parents and potential citizens, and that a great sin is committed when the development of their physique, their character and their intellectual capacity is sacrificed to the exploitation of their immediate economic utility.

How are we to secure the Essentials of Education? We must have smaller classes. In some places in Canada there are still 50, perhaps 60 children, in one class. That makes the personal inspiration of the child by the teacher almost or quite impossible. 60 must become 50; 50 must become 40; 40 must become 30, and that in the first half of the 20th Century, if Canada is to conquer its difficulties and live the noblest national life.

We must also spend a far larger proportion of our national income on Education. The nation ought to class Education among the most important of the demands upon its resources. It ought not to consider what it can spare for education when other needs have been met. It ought to consider what can be spared for other needs when adequate provision has been made for education. In this matter it should have the courage to be called extravagant. It should aim at showing in its expenditure upon education something of the temper which inspires the far less opulent societies of the Middle Ages to the splendid prodigality of their Churches and Cathedrals, the memories of an age which, though poor in material comforts, was not too poor to spend with ardent profusion upon the things of the Spirit. The foundation of all wealth and prosperity consists indeed

of individual men and women, and a nation is no more likely to impoverish itself by cultivating its children than it is to do so by cultivating its land.

But though education is the most remunerative of all investments, it is not mainly upon that ground that the demand for increased expenditure should be based. Expenditure upon education should be generous, because to spend meanly upon education is to foster the false estimate of moral values which attaches more importance to material comfort than to the development of personality.

In the third place, the whole status, training, dignity, personnel and the remuneration of the teaching profession must be raised to a totally different plane. Everything depends, in the last analysis on the character of the teacher. It is desirable that Christians who realize the importance of education should do all in their power to overcome the difficulty, both by urging that a higher status be given to the teaching profession and by inspiring others, especially their own children, to enter it.

Finally, we must lift up our hearts and behold that Jerusalem which, as we hope, please God, we are building in this great land. To this attitude all nations are turning, including Canada's neighbor the United States. Professor Stearns says: "We are a bit reluctant in his year of our Lord 1918 to admit that the modernizing tendencies in our American educational life spring largely from a recent and very common adulation of German methods and German efficiency. Yet it is a notable fact that almost without exception the heads of our American boarding schools who deal with the whole boy have resolutely refused to be misled by this brilliant but dangerous will-o-the-wisp. To them the English ideal, whatever its shortcomings, has proved a far more alluring and infinitely more satisfying standard. And why? Well, just because that old ideal which for centuries has exerted its imperishable influence on the life and thought of England and the English-speaking peoples of the world, satisfies a deeper longing in the human heart than does the machine-like and soulless system of the Prussian. "Let it be clearly understood," says a recent English writer, protesting against these same modern tendencies in English educational life, "Let it be clearly understood then, once and for all, that the basis of British Public School Education is Religion and Morals." One of the greatest of all English schoolmaster writes: "And worst of all, the practice which separates brain work from religion and morality, and calls it education, is simply the devil let loose."

The Nation, the School, the Home, the Church, have one foundation. "Other foundation can no man lay than that is laid, which is Jesus Christ."

ADDRESS BY MR. W. L. GRANT, M.A.

Principal of Upper Canada College, Toronto.,

on

PART TIME EDUCATION.

Mr. President, and Trustees of Saskatchewan, your Chairman has been good enough to refer to my father, and through my father I have a very early connection with the West, because in 1872 he went across from Ocean to Ocean as Secretary to the Sandford-Fleming Expedition, the first survey of the Canadian Pacific Railway. On his return he wrote a book, "Ocean to Ocean", which did something to reveal to Eastern Canada the vastness of the Western heritage which she had won; and I, myself, was born on the evening after he returned from that trip, and therefore, my first recollections are of his stories of prairie and mountain, and those occupants of the Plains, now vanished or vanishing, the buffalo and the Indian. And so although I was born in Halifax, that good, gray, Eastern city and though I come to you now from Toronto, I do not come as an Easterner, but rather as one of the sons of the pioneers of the West, or rather, I do not come as Easterner to Westerner, but as Canadian to Canadians (Applause). Because in this Canada of ours there must be no East or West, border or breed or birth, but only Canadians. (Loud applause.)

And yet we all do live somewhere, East or West, and I have a special fondness for the West, if only for the reason that you breed excellent boys.

We are engaged, Trustees of Saskatchewan, on a very great, a very vital, and very perilous adventure, on nothing less than the making of a Civilisation, a task never essayed with full success in the history of the world, One of one tribes have developed into nations, nations into empires, and civilization after civilization has gone down, and to me it seems that a task is laid upon us of the Anglo-Celtic Race—and just here I am going to advance one of my ideas. I am not an Anglo-Saxon! Most of my forbears are Scotch from Morayshire, and I will call myself Anglo-Celtic as much as you like, but not Anglo-Saxon.

Universal education and thought is a method of civilization in the history of the world, and a method of which the possibilities are only now beginning to be seen. King Edward VI of England has come down through history as an enlightened lover of education and a man who did great things for the education of his day; and when you look into His Majesty's record you find that it consists of this, that he founded eighteen Grammar Schools. Now that shows you how little was required to be an enlightened lover of education in the Sixteenth Century, because there is not a single minister in a single western Province since 1904 who has not a better record than that, and yet one questions if all your Ministers of Education will go down in history.

And we are finding out, too, that this method of civilization by universal education, of spreading our ideas by universalizing is a process which must last through life, a process that does not stop at fourteen, or that does not stop at adolescence, that does not stop even with those of us who can write a degree or so after our name, but must go on through life, and even then remain imperfect. We can none of us now imitate that graduate of an American University who, on the day he received his degree, telegraphed to his father the one word, "Educated." We are none of us educated fully, we are all still in the making, and more than that, we are realizing that our system of education must be conditioned to the lives of the people, that the social and economic and political system of the country must have a great influence upon the educational system. And thus, here in Saskatchewan, you cannot get a ready made system from anywhere, you must have a system that grows out of your own loins, bone of your bone, flesh of your flesh, a system responsive to your economic conditions. In Great Britain they have realised that. Since the War, for example, one of the most important Reconstruction Committees that have been founded is a Committee on Adult Education. This committee has issued three reports which deal with the social life of the people; with the economic life of the people; with the questions of housing and sanitation, conditions of employment, and all the problems of a varied industrial civilization. And so that leads me to say that day school cannot really do everything, because the day school is only part of life, and that leads me to make a little apology for those of us who are day school masters. We have the boy or girl for certain years of his life, for certain months of the year, for certain weeks of the month, for certain days of the week, and for certain hours of the day; and yet sometimes we have laid at our door all the sins of defective heredity and defective environment. We, of the day school, have only the pupil for part of the time. In a sense all schooling is only Part Time Education. And yet, just on that account, because school is in a sense an artificial environment, because in the school you take the pupil for a certain part of his time out of his normal environment, the school must be made less than an artificial environment, the school must be made the centre of the community more and more, and I rejoice to find that you in Saskatchewan are striving to make the school a community centre.

In this regard let me say to you just a word about this question which you have spoken so much about, the question of salaries of teachers. It is not necessary to pay every teacher a big salary. A person should be willing to go into teaching in the same way that he or she would go into banking, or medicine, or law, or any other form of business, making a little only at first, providing always that there are prizes in view, providing always that there is a hope. A young banker does not at first make enough to live on, but he knows that he may one day, if he has a brain, and intelligence, and probity, rise to be general manager or president. The young doctor may have to wait a long time before he makes his first \$2.00 for his first case, but he can see ahead fame and reputation, and an adequate competency if he works well. The teacher at first makes as much as they do, but what prizes are there for him? What prizes are there in the teaching profession other than the consciousness of work well done, a somewhat abstract fact on which to feed a wife and children. But put into each Saskatchewan municipality one good

teacher's house, with one good teacher's salary, conditions which free from political influence every teacher in every community, and you will go a long way towards solving the problem of the scarcity of teachers.

But to come to my more immediate text of Part Time Education, what is it? Part time Education, I suppose, means education of the people for certain hours of the day, or days of the week, or weeks or months of the year, while the rest of his time is occupied in other certain definite work in life which takes up part of his time, while the rest is given to school. Now this has developed to its greatest extent in Great Britain, and more especially in the great industrial centres in the North. There there are hundreds and tens of thousands of children under fourteen who toiled, at first all their time, later on part of the time only, in mines or in factories, and it had the very ill beginning in the desire of their parents to use them as instruments for profit making. But, gradually the English working man learned his lesson, and learned it thoroughly; **that only an educated democracy can endure.** And if you will look at the provisions, which I shall shortly put before you, of the great Charter of the English working man, the great Charter of Education, the great Education Bill passed by the British Parliament in 1918, and called from the great name of the great minister who steered it through the House the FISHER BILL, and if you compare its provisions with the educational demand made in 1916 by the Conference of the Workers' Educational Association at Oxford, you will see that the parentage of that bill is not wholly attributable to Mr. Fisher, but that Oxford University and English labor may also claim their share. Now, what are the provisions of the Fisher Bill? First of all, part time education is utterly swept away for children up to the age of fourteen. Every child in Great Britain up to the age of fourteen must receive full time education in a free day school, and what is more, every Local Authority, and what is meant by a Local Authority I shall say in a moment, every Local Authority has a right to raise that limit to fifteen. But—and here is an important thing—every child up to the age of eighteen must receive education in a free day continuation school for a minimum of 320 hours a year, that is to say a minimum of eight hours a week for forty weeks in the year. That is compulsory on all children up to the age of eighteen, and in order that this may be carried out employers are forced to let the children free from work, without stinting their pay, at such hours as the local authority shall decide; and in order that the child may not come jaded or exhausted to the school, for at least two hours as well, if conditions render that necessary. The way in which that bill was passed is interesting. At first little enthusiasm was manifested regarding it. It passed its second reading in the House with only forty members out of 600 available, and then English Labor awoke to the fact that this was giving English democracy its chance, and in defiance of opposition, British Labor got behind the bill and put it through. The attitude of the employers was varied. Most of the large employers, out of enlightened selfishness, or let us be more noble and say out of enlightened citizenship, favored the bill in every way. A number of the smaller employers resisted it strenuously—and lost! But though it was the enlightened citizenship of all classes who were responsible for the Bill, the real moving power behind it was partly the University and partly organised English labor. Now from many of the

provisions of the Fisher Bill we have little to learn, because it is based upon the demands of a great industrial civilization. It does not include agriculture, but it is related that in Great Britain agriculture is now a secondary interest, and that Great Britain stands or falls as an industrial civilization. And from such a bill, passed to meet the exigencies of an industrial civilization, we can learn little, because these prairie provinces must, above all things, have a prairie system of education based on the fact that the farm is the basic industry. But we can learn some things, and we can learn, first of all, this, we may learn to emulate the spirit which passed that bill. At the very crisis of the war in a Parliament House on the roof of which anti-aircraft guns were fitted, in a Parliament House whose debates were sometimes interrupted by the crash of falling bombs, those British people thought it worth while to revolutionise their whole educational system, to spend, at the crisis of the war, double on education what they had ever spent before. And that spirit which even at the crisis of a great war can discuss the education of the future is a spirit which can surely lead us to do still more for education in times of peace. We need not imitate the Fisher Bill, but the spirit which produced the Fisher Bill we cannot too soon or too heartily emulate, and it gives us the Martin Bill—or the Bryant Bill (loud applause.) We can learn from it that free compulsory education must not cease at fourteen. As I heard Mr. Latta, your Minister, speaking so eloquently and so seriously of the teaching of citizenship to the nation I could not help thinking of some of the young hopefuls whom I know of twelve thirteen and fourteen, and wondering how much of that wine of citizenship he could pour into their small minds! Up to the age of fourteen the child gets chiefly its acquisitive faculties sharpened, and we must go on to teach citizenship at a later age, while we do, I admit, lay its beginnings in the primary school. As far as other tendencies are concerned, most criminals are made between the ages of fourteen and eighteen, just when the flood of adolescence flows in, which is when the child has left the primary school. Of course it is perfectly true that many criminals are made before they are born; many criminals are made by the style of parent they choose for themselves. But it is none the less true that the overt impulse to criminality manifests itself from fourteen to eighteen, just at the time that these impulses, if wisely directed, might have taken a better path, and we might have trained, not criminals, but citizens.

A national or a provincial system of education rests on a national or provincial enthusiasm, and a national or provincial common consciousness, and so I wish to congratulate you on the splendid enthusiasm for education which I see here. You have got here a fine educational enthusiasm which is capable of all things, and which we in Toronto and in Ontario cannot too soon or too heartily emulate. And yet will you pardon me for saying—take the judgment of an outsider for what it is worth—will you pardon me if I here sound my first word of warning and say that the fact that Saskatchewan has 12,000 or more school trustees seems to me to point out very obviously that your unit of administration is too small, that you must widen your unit of administration, and do away with the small school section occupied partly from Europe, partly from New England, partly due to pioneer conditions. In the seventeenth Century the British Parliament passed a great ordinance called the self-denying ordinance, and I would suggest to you that it might be

worth the while of many school sections to merge themselves in a wider unit. That is one thing that has been done by the Fisher Bill. Mr. Fisher, by his bill, swept away all the small school sections and instead appointed larger units of administration, sometimes based upon the county area; sometimes upon the great towns. And all this with a common consciousness, small enough to have a local feeling and yet large enough to be entrusted with local freedom. They are given the task of working out schemes of education for each locality, which must, indeed, be passed upon by the tolerant and wise central body of the Education Department, but which yet have more possibilities of local freedom. If you will read the English papers to-day you will find that they are discussing in England the Kent Local System of Education, and the West Birmingham System, and the London System, and that each locality is working out its own system, and thus comes in English education "Divisional staffs". Just as in the army the one first complete unit is the division, in which the smaller units are submerged, and with each division it is the Army Headquarters that deal, so in education we need larger areas intervening between the small local school and the Ministry of Education at the central. We need a series of divisional staffs for education. In general I should say that we need a more complicated system of education; we need a system of education more responsive to local needs, with more hills and hollows, valleys and mountains, a system of education as I say, more free to respond to the local needs. And that you can only get if you have your central body dealing with large local area, to which much local freedom may be given.

Now where should Part Time Education begin? In my opinion the division which we have all through Canada into Public School ending at fourteen and High School beginning there is really unsound. The real first break in a boy's education should, in my opinion, come at about eleven or twelve. There are between the ages of eleven and twelve and fourteen two or three years of new interests and new aspirations, of hopes and fears and desires for study of which our present system does not take full advantage. It would be a great stride forward, in my opinion, if we could have, not two schools, but three; first of all the primary school ending for the normal child at eleven or twelve; then going on to the age of fifteen, and also compulsory upon all children a middle school—call it Continuation School, call it Junior High School,—but a middle school, taking new subjects in many cases and dealing with that new division of the child's life from eleven up to adolescence at about fifteen. With that, it seems to me, however, full time education should end. After that comes the Senior High School which should be free only to those who at that age have reached a certain standard, and for which those who have not yet reached a certain standard, but who wish to go on, should be made to pay. That, however, is a matter of detail which I do not urge. And what are we to do with those who have stopped? Let them go altogether? By no means! There should be Part Time Education for them. How many hours a day, what hours, it is not for me to say. That will vary with the needs of the local community, with the needs of the province. Mr. Fisher has put it in England at a minimum of eight hours a week for forty weeks.

In order to prevent the boy working all day and then only giv-

ing his jaded and tired faculties to the work at night the Fisher Bill makes these continuation schools day schools; the work must be done in them before seven p.m. It does not seem to me that for us here so strict a provision is necessary. It would entail serious difficulties on the farm if a boy had to do his Part Time schooling before 7 o'clock. In the cities, I am by no means sure that a certain number of the boys one sees hanging around street corners, cigarette in mouth, would not be better for compulsory attendance at night school for certain evenings a week. "Compulsory" I say, because I believe most firmly in conscription—**educational** conscription! The education in this Part Time work must take a wide sweep. For example in England more and more of these county authorities or city authorities, those large local areas into which Mr. Fisher has subdivided England, are finding that they can put in the whole of the eight hours a week at physical training. But that, again, is a matter for local consideration, only this, that it is not necessary to make this part time education mere school-room work. I am by no means certain that it would not be better to call it not a school, but an institute. It may be work that fits a boy for citizenship first physically and then mentally and morally.

And lastly, what about ADULT EDUCATION? We have two admirable models of adult education, one rural in Denmark one industrial in Great Britain. I think Dr. Foght talked about the Folk School in Denmark. "Folk" means both national and popular. In 1864 Denmark lay despoiled, bleeding, hopeless, battle-scarred at the feet of Germany. And now there is no such contented people, probably, in the world as the Danes. There is no country which has so admirable a system of co-operative gardening, co-operative dairying, co-operation for the distribution of its products, and the greatest agency in this has been the Folk High Schools. These Folk High Schools are "private" institutions. They owe their inspiration to a great Danish churchman who gathered around him men whose hearts God had touched, and to-day there are over eighty of those schools in different parts of the country—private institutions; but on condition that they come up to certain standards of number of pupils, and training given buildings, and so on, (all vouched for by drastic State inspection) on condition that they come up to those standards they are liberally aided by the State, and in those schools, which are for the most part residential, pupils of the ages of from eighteen to twenty-five take short courses or long courses in what? Not primarily in technical training, whether for rural life or for city life. They are almost exclusively rural, not more than six per cent of their pupils being drawn from the towns, and one might expect that the courses would be in butter-making, domestic science, and the technical training that befits a farm people, but it is not primarily so. Though these are not neglected, the training that the pupils get in these schools is training in the noble literature and in the noble poetry—singing and ballads of their native Denmark; training, also, in at least one foreign language, usually that of Great Britain, training in what Americans would call the "cultural" subjects. And yet, by the testimony of every visitor who has gone there to view them, many of whom went in a very sceptical frame of mind, no agency has been so powerful in the regeneration of Denmark as these schools.

Now in Great Britain this phase of education has taken a more industrial side. At Oxford they have Ruskin College, which has been for many years supported by various Trades Unions and other Labor organizations, partly by private subscription and partly by local education parties, and many of the wisest trades leaders owe their lot to Ruskin College. Also they have the Workers' Educational Association, which is known as the "W. E. A." which consists of a combination of the Universities and the working man. There is no University of Great Britain which does not now send out into the great industrial centres tutors, who gather around them classes of not more than twenty-four, that is the maximum number set to work under these tutors by the various Trades Unions of the neighbourhood, and those pupils all promise that, subject to such questions as to their being compelled to work overtime or any such unavoidable hindrance, they will for three years attend those classes regularly for at least one evening a week for twenty-six weeks in the year; that they will read twelve essays a year, and that they will always endeavour to do work up to the University level. And the point is not that they promise it; the point is that they DO IT! I have seen some of the work done by those men, and very good it is. And what is more, many of the pupils in those classes, after studying one evening a week under the tutor, will walk or bicycle three, five or eight miles the next evening to spread the good news to their fellows in some neighbouring locality who have not been able to attend.

Now the Folk High School does not admit of being transplanted to such a civilization as ours, but we have, it seems to me, something to learn from it. It does seem to me that we can combine, more than we have hitherto, more University work in the Extension Department in this province. You can get your University Extension more and more in touch with your farmers. In Great Britain, as in Denmark, the whole system of education is based on the co-operation of the private foundation with the State, and that provided the private foundation comes up to certain state standards, or in some cases even exceeds them, it is given state recognition and state aid. You can get in a private school a freedom difficult to attain in the State school, and by vigorous state inspection you can prevent that freedom becoming lawlessness.

We want most of all in this Canada of ours teachers who will pour their very lives into their pupils, and you can get that in a way difficult to attain, sometimes, in a state system, under properly controlled private initiative. So it has been found in England; so it has been found in Denmark, and so, I think, we shall live to find it in Canada.

Now I need not stress the magnitude of such an undertaking! If we are to have compulsory education in the primary school and in the Junior High School up to fifteen, and Part Time Education from then on through the Senior High School, if we are to have in addition to that Senior High Schools, and a University, and Adult Education it will cost not a little money! Whence is that money to come? First of all from ourselves, grouped in Provinces. We must tax ourselves for education, as I rejoice to see from what I have heard in this Convention you are willing to do. Also, we must draw from private sources. We must encourage the growth

of private schools in a way we have not done, and so tap new sorts of education and new sources of education. And we must demand Federal support for Education. The B.N.A. Act put education in the care of the Provinces because of the fear of the Province of Quebec that under clerical control of its schools much which it considered necessary might be done away with, and certainly none of us, I think, have any desire to touch the schools of Quebec. They have the right in that Province to guide their schools as they will; but since the B.N.A. Act was framed, new educational ideals, new educational methods have come into being—technical education, commercial education, industrial education,—and for this we must demand if necessary, federal support. Already Federal support is being given to agricultural education, and we must get it for technical education, and for every branch of our work. After all, the British North America Act was made for us, and not Canadians for the Constitution! (Applause.) And above all, I think we have a right to demand federal money in the noble work which we in these Prairie Provinces are doing. I say “we” because we are all concerned in it—the work of Canadianization! I had talks recently with Dr. Anderson in Toronto, and I became more than ever convinced of the truth of what Professor Sandysford said to me after his return from your Convention in Saskatchewan a year or two ago,—that Saskatchewan will swing Canada,—and swing her by her Education! We must demand from the Government all the money that is wanted for the Canadianization of the newly arrived. Above all, every Canadian must be trained in the use of that noble vehicle, our noble English tongue! (Loud and prolonged applause.) And I am confident that the money will be found. (Applause.) Those who have proved so noble of recent years that they have given their blood will not disdain to pour out their money, will not think twice before they will give, and give lavishly, to us, that every Canadian can speak a noble language—the English tongue—which is the heritage of us—Canadians! (Applause.)

ELECTION OF OFFICERS.

The Chairman, before permitting the Convention to vote on nominations made at an earlier session of the Convention, drew attention to the fact that the nominations had not been made strictly in accordance with the Constitution, and advised cancellation of the nominations made.

It was regularly moved and seconded:

"That new nominations be received, and that the list already standing be withdrawn."

CARRIED.

Nominations for the office of member of the Executive representing;

VILLAGE DISTRICTS

Mr. A. J. Lewis,

Mr. W. F. Anderson, of Swanson.

ELECTED.

RURAL DISTRICTS

Mr. W. D. Paterson,

Mr. D. W. Paul, (withdrawn)

Mr. Currie, of Vonda.

Mr. S. McMahon, (withdrawn)

Mr. Bevis, Red Deer Lake, (withdrawn)

Mr. Paterson and Mr. Currie
elected.

RESOLUTIONS.—Continued.

RESOLUTION No. 42

MOVED by Mr. Cairns:

SECONDED by Mr. Lewis:

RESOLVED that in the interest of better schools and better teachers the time has come to adopt a standard schedule of teachers' salaries by all the schools of the Province.

CARRIED

RESOLUTION No. 43

MOVED by Mr. Cairns:

SECONDED by Mr. Wells:

RESOLVED that the following standard of salaries be adopted for all schools in Saskat-

chewan. Lady teachers: Second Class—\$1000. Increase \$100.00 per year to \$1500.00. First class, \$1200.00, Increase \$100.00 per year to \$1700.00. University graduates \$1500.00, Increase \$100.00 per year to \$2000.00. Men teachers, Second Class \$1200.00, increase \$100 per year to \$1700.00, First Class \$1400.00, increase to \$100.00 per year to \$2000.00. University graduates \$1700.00, increase \$100.00 per year to \$2400.00. (Regina S.D.)

Member:

Why do you discriminate against the lady teachers?

Dr. Mitchell, Weyburn:

Mr. Chairman, if we adopt a salary such as is laid down here it will put some schools into difficulty. I quite agree with the lady who has spoken, and I have always taken the stand on the School Board that the ladies are entitled to just as much as the men, they spend the same money on their education, and have put the same amount of energy into it. If this resolution were to go through as it is, it would bind us down to \$1700.00, and we may have a teacher who is worth more. I think the maximum should go to where the Trustees can procure a teacher.

Chairman:

The object in making a change was to encourage men to enter the teaching profession. At the present time there are only 14.6 per cent of the teachers in this province men. We want to get permanent teachers. Men who enter upon it do so as their life work, whereas few of the ladies stay in the profession more than three or four years on the average. That is the answer.

Member:

Mr. Chairman, that is all right, but how long does a man stay in it? The men have quit their jobs and left them to the women—and we have got to stay by the women! I say put the minimum the same.

Dr. J. L. Hogg, Saskatoon:

Mr. Chairman, I have very much sympathy with what Dr. Mitchell has said. First of all, I would like to say that we ought to have named a minimum, I feel quite satisfied in my own mind about that, but are we going to state a minimum for an inexperienced second class teacher, or an experienced second class teacher? To-day in Saskatoon we have named \$1200.00 for a second class teacher. Then if you say a maximum of \$1500.00 for second class teachers you put some people in difficulty. Leave the maximum salaries open, because we cannot place—or rather replace—inspired teachers from now on. They are too rare a commodity in this world. I would suggest a minimum of \$1200.00 for a second class teacher with three years' experience. But leave the maximum alone!

Otherwise, the first thing you know, you will have your teachers in a camp saying "We will not do it." Is this what we are taught by Dr. Flint's remarks? We have faced this matter in Saskatoon. When we had got all the information we could on the subject we said to a committee of the teachers, "Will you come in and talk it over with us", and the Board sat back and said "Tell us what you think, and the Board will tell you what they think of it" In half an hour we had come to an amicable understanding. (Loud and prolonged applause.)

Mr. Bevis:

Mr. Chairman, what I was rising to say Dr. Hogg has expressed but I have this, also to say: It is not altogether the fault of the trustees what we are short of teachers. I have had two experiences in trying to secure an efficient teacher for our school within the last eight months. We secured in July a second class teacher with University two years, and paid \$1380.00. She resigned just before Christmas, and even for \$1380.00 we could not at that secure in Saskatchewan an efficient teacher to take charge of our school. I am going to move in amendment that:

"We pay inexperienced teachers for Rural and Village School \$1000.00 to begin with, and for experienced teachers after three years' experience \$1400.00.

A Member:

If this is supposed to be an increase for teachers, I can assure you it is not in the rural districts. We usually get Normal students just out with their Third Class Certificate, and we are paying them \$1200.00 to \$1300.00 in the rural districts, and we get lots of disappointments with them, too.

Chairman:

Mr. Bevis has referred to the fact that they have paid a large salary and cannot get the teachers. You have to pay that now because, while different School Districts will pay large salaries, the average School District has paid such a small salary that the teachers are driven out of the province. I think we might get somewhere if we said that in the opinion of this Convention there should be a distinction in the salaries paid according to the professional standing. If we could arrive at that as one conclusion—that a third class teacher should not receive so much as a second class, and a second should not receive so much as a first,—that would help us a little.

Lady Member:

Mr. Chairman, if you take into consideration the salary, in what way will the free house and free fuel be counted, or will they be counted at all?

Chairman:

That would not be a salary. That is an extra inducement for a good teacher!

Mr. F. M. Jarrett, Saskatoon:

I think you are making one mistake in starting to discuss rural salaries and city salaries under one resolution. (Hear, hear.) I don't know what the majority of teachers get, but I know in my own little rural district the teacher pays for board \$33.00 a month. Can she get that in Saskatoon, or Regina, or Moose Jaw? If it costs her \$60.00, \$70.00 or \$80.00 a month to live, she wants a larger salary. I think, also, that we shall make a very great mistake if we set a maximum. I move as an amendment to the amendment that every one of these maximum figures be cut right out of that resolution.

Mr. Sutherland:

Mr. Chairman, do I understand that this is set forth as a rule, and that we are trying to bind the School Trustees of the Province to follow this rule? I think it is an impossible thing to do, to bring up a resolution like this in an afternoon and try to pass upon it in the limit of two minute speeches. That is a matter that should be left to a committee. But if we set that as a standard that would be good. I take it that there is no limit to this thing at all if you set that as a standard. When we pay so much a year to second class teachers, and say it is to be increased every year you must limit that. I would not believe in making an increase of \$100.00 a year for twenty-five years; but when you say it is increased for five years you may increase it for ten if you like.

Chairman:

I prepared that schedule for discussion, and I may say that before preparing it I sent to the United States and got the book prepared by the Teachers' Association there. It is the most careful report I ever read in my life. It shows what has been actually paid in every State in the Union, according to Inspectors' reports. This is only a standard at which we feel we should aim. We cannot as a Trustees' Association, legally bind the Trustees of the Province, but we can set an ideal before them which will result in materially increasing the salaries in the Province, and serve as a guide to the school as to what the teachers reasonably expect they should receive, and what they should receive after careful consideration of the present day living conditions. That is the whole purpose. If we set a standard such as that which we have suggested, as a suggestion to the Boards of this Province, we will attract the attention of the whole of Canada to the Province of Saskatchewan, and that will cause a flow into this Province of the best teachers from the other provinces. That will ultimately cause the other provinces to raise their teachers' schedules, with the result that the whole of the teaching profession in Canada will be materially benefitted, and there will be an adequate supply, eventually, of qualified teachers. You will understand that it will take some little time to work it out so that there will be a sufficient supply of good teachers. We want to arrive at something which will not bind, but which will suggest, which will be an inspiration, and which will have the moral effect of being endorsed by the Trustees' Association of the Province.

Mr. Bevis:

With the consent of my seconder I will withdraw my amendment.

Mrs. Muirhead, Regina:

I think it has been proved that the ability to teach is not a question of sex. It is a question of personality and general ability and I think you will find as many inefficient men teachers as you will find inefficient women teachers. And certainly teaching is a "man's job!" But if a woman can do a man's job, then she should have a man's pay! If this proposed schedule of pay is adopted by this Convention, I should very much like to see the principle recognised of equal pay for equal work. (Loud applause.)

Chairman:

There will be nothing in this resolution that would hinder any School Board, having that opinion, from paying the lady teacher any salary they saw fit.

Mr. Jarrett:

I think we should withdraw altogether, Mr. Chairman, the mention of a maximum salary.

Dr. Hogg:

I was going to ask you, Mr. Chairman, what was the decision of the American Educational Association as to the maximum salary for second class teachers.

Chairman:

The salaries, according to the United States schedule, were graded according to the size of the city, recognising that the living cost is higher in certain districts, or in larger cities than in smaller. In the larger sized cities such as New York they fixed a maximum salary for the second class Normal teacher of \$1800.00. Then in exceptional cases, if the Board desires, the Board can give any further salary they see fit,—but they are recognising this, that there should be some limit somewhere. I think that the schedule presented is very, very carefully prepared; I know that I spent several hours of several days in trying to work the thing out. It does not bind anybody at all, but it should be an inspiration.

After further discussion, an amendment to the amendment to the effect that the Executive of the Trustees' Association meet the Executive of the Teachers' Association and arrange matters was defeated;

An amendment to the original motion that the "lid be taken off" the salaries, and Trustees could pay as much as they pleased was then considered.

Mr. F. M. Jarrett:

I think you have misunderstood the case even now. The meaning of my amendment is this, to do away with any question of mentioning a maximum. I think we should simply state that we recommend to the trustees of the Province of Saskatchewan a minimum wage for certain classes; cut out all mention of maximum.

Chairman:

We could say "The said schedule shall not be deemed to be the maximum". We express the belief that for at least five years the teacher should get the increase.

Mr. Jarrett:

My amendment is this:

"That the following minimum standard of
"salaries be recommended for consideration:
"Lady teachers, second class, \$1000.00; first
"class, \$1200.00; University graduates \$1500.-
"00; Men Teachers, second class \$1200.00.
"First class, \$1400.00; University Graduates
"\$1700.00."

AMENDMENT LOST.

Member:

I move that we table this motion.

It was MOVED by Mr. Lewis:

That the original resolution be amended by adding the following words; "But that does not preclude any School District from paying any additional sum."

Mr. Gardiner:

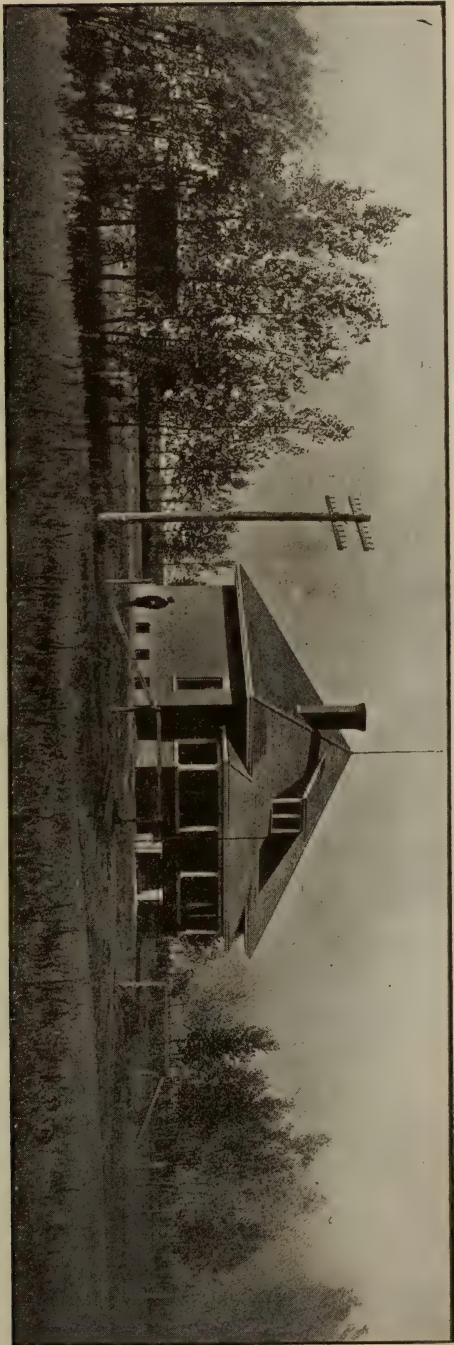
I move that we substitute for the whole that we have only one schedule as applied to both lady and man teachers. I bring that in as a substitute for the whole as I thought that we would vote on the amendment to the amendment. If, however, you will accept it, it will test the feeling of this gathering. I don't want it to be considered as disposing of the question altogether, but to test the feeling of this meeting.

Chairman:

Then we can deal with this as meaning—we will move it as an amendment—

"THAT this Convention approves of the principle of equal pay for male and female teachers."

CARRIED AMID CRIES OF
"YES, YES" and CHEERS.



SASK. COUNTRY SCHOOL HOUSE, S. WEYBURN



CITY SCHOOL, PRINCE ALBERT



PICNIC, SEVEN SCHOOLS, CALDER

It was MOVED by Mr. Lewis:
SECONDED by Mr. Wells:

"THAT the salaries set out in Resolution No. 43 for men teachers be adopted for men and women teachers alike, and no maximum set."

Chairman:

The resolution would then read:

RESOLVED that the following standard of salaries be adopted for all schools in Saskatchewan: Second class, \$1200.00, increase \$100.00, per year to \$1700.00; First class, \$1400.00, increase \$100.00 per year to \$2000.00; University graduates, \$1700.00 a year, increase \$100.00 per year to \$2400.00. **But this does not preclude any school District from paying any additional sum.**

CARRIED AMID APPLAUSE.

Chairman:

There is still another point to be defined, and that is, what do we mean by years' experience?

Mr. Stevenson:

I move that it be rated the experience in one school.

**SECONDED
AND CARRIED.**

RESOLUTION No. 37

MOVED by Mr. Cairns:

RESOLVED that whereas education is a public utility; and whereas, in our opinion, the cost of education should be borne throughout the whole Province; be it resolved, that this Convention ask the Provincial Government to assess all lands within the Province (that are not in any organized school district) for school purposes, with the exception of Government lands and Indian Reserves; and that the monies thus raised be placed in the Government grant fund to increase the grants to exist ing school districts. (Rochdale S.D. No.3212).

CARRIED.

RESOLUTION No. 33.

MOVED by Mr. Cairns:
SECONDED by Mr. Lewis:

RESOLVED that the municipalities pay the last levy of taxes for school purposes on or

before December the 15th each year, thus enabling the Secretary-Treasurer of School District to settle all accounts before December 31st of each. (Tweedyside S. D.)

CARRIED.

RESOLUTION No. 12

MOVED by Mr. Cairns:

SECONDED by Mr. Lewis:

RESOLVED that the Dominion Government be asked that all extra money raised on all school lands be set aside as a Federal grant for our Western Public Schools. (Lambton, S. D.)

CARRIED.

RESOLUTION No. 61

MOVED by Mr. Cairns.

RESOLVED that the compulsory flying of the flag should be limited to certain days of special patriotic interest. (Elbow S.D.)

DEFEATED.

RESOLUTION No. 44.

MOVED by Mr. Cairns:

SECONDED by Mr. Needham:

RESOLVED that the Provincial Government be requested to change the School Act by eliminating from Section 177, Chapter 48, the words, "Except as hereinafter provided," and and sub-sections (2), (3), (4).

CARRIED.

RESOLUTION No. 5.

MOVED by Mr. Cairns:

RESOLVED that to facilitate the enforcement of the Compulsory Attendance Act, all teachers be required to report flagrant non-attendance cases immediately, as well as in their monthly reports, and this convention urge upon the department the need for prompter action in cases so reported (Ailsa Craig S. D.)

CARRIED.

RESOLUTION No. 7.

MOVED by Mr. Cairns:

RESOLVED that the Saskatchewan Trustees form an Association, and that all teachers re-

quire the report of Trustee Board before being granted a school in the Province. (Macklin S. D.)

MOTION STRUCK
OFF AS THERE WAS
NO SECONDER.

RESOLUTION No. 9.

MOVED by Mr. Cairns:
SECONDED by Mr. Lewis:

RESOLVED that this Convention respectfully requests the Government to enforce the School Act by insisting upon the taking of the oath of allegiance by candidates for office of trustees.

CARRIED

Mr. Cairns:

I wish to make a statement regarding a certain resolution that came before you this morning No. 10. One of the speakers handed out the suggestion that that resolution had been cooked up in Saskatoon. I want to say, as Chairman of the Resolutions Committee, that the man who put in that resolution was myself, and I had no thought of it being attributed to any trustees as a particular clique. The reason I put in that resolution, ladies and gentlemen was this, not that I had taken sides in regard to this matter. I have not yet. But I felt, as a delegate to this Convention which is the greatest educational administration Convention in the Province, that we could not pass this thing up when every other convention held practically, in the province deals with it. I know, as you know probably, that the Legislature have insisted upon an investigation, but the object of this resolution was merely to mention it. Now that is the object of the resolution. It came from a man who was not biased, and had no instructions, and I feel it my duty to make this statement before you. You have passed a resolution that it be tabled, and if you wish to do so you can open it up again. But I am satisfied and I wish to make my position clear.

RESOLUTION No. 11.

MOVED by Mr. Cairns:

RESOLVED that the qualification for receiving grants for departments taking work above Grade VII be reduced from 15 pupils to 19 pupils. (Pangman S. D.)

CARRIED

RESOLUTION No. 14.

MOVED by Mr. Cairns:

RESOLVED that we ask that The Trustees' Convention recommend that the school year

end on June 30th in each year; and that the annual school meeting of the ratepayers be held in July, commencing at the hour of 7 o'clock p.m. (Grayton S. D.)

MOTION STRUCK
OFF AS NO ONE
SECONDED.

RESOLUTION No. 15.

MOVED by Mr. Cairns:

SECONDED by Lady Member:

RESOLVED that the teachers' agreement be amended so that neither party can terminate the same without just cause. (Kilmeny S.D.)

LOST

RESOLUTION No. 19.

MOVED by Mr. Cairns:

SECONDED by Mr. Paterson:

RESOLVED that we are in favor of amending the School Attendance Act by eliminating subsection (d) of section 4. (Norquay S.D.)

CARRIED.

RESOLUTION No. 25.

MOVED by Mr. Cairns:

RESOLVED that all school checks be payable at par on any Bank in the Dominion. (Lambton S. D.)

LOST

RESOLUTION No. 26.

MOVED by Mr. Cairns:

RESOLVED that where municipalities are collecting school taxes, if the full amount of the year's assessment is not paid over to the School District by the 31st of December, the amount due and unpaid shall bear a penalty of 8%. (Onward S. D.)

LOST.

RESOLUTION No. 31.

MOVED by Mr. Cairns:

RESOLVED that this convention request the Government of the Province of Saskatchewan to so amend the School Act so that parties residing on their land which lies in two different districts should have a vote in both districts. (Lloyd George S. D.)

STRUCK OUT.

RESOLUTION No. 32.

MOVED by Mr. Cairns:

SECONDED by Mr. Lewis:

RESOLVED that this Covention petition the Minister of Education to make the same grant to the Continuation Schools as that provided for in the Act to the High Schools, provided that these departments are efficiently taught by properly qualified teachers. (Antler S. D.)
No. 259.

CARRIED

RESOLUTION No. 35

MOVED by Mr. Cairns:

SECONDED by Mr. Lewis:

RESOLVED that we uge the Government to make it compulsory for a child to complete the Sixth Grade before leaving school. (Elm Point S. D.)

CARRIED.

RESOLUTION No. 36

MOVED by Mr. Cairns:

RESOLVED that section 9 of the School Act be amended by leaving out the words "two of whom shall be Roman Catholics" making the section read as follows:—There shall be an educational council consistng of five persons to be appointed by the Lieutenant Governor in Council who shall receive such remuneration as the Lieutenant Governor in Council may determine. (Pioneer Municipal School Trustees).

CARRIED.

RESOLUTION No. 39.

MOVED by Mr. Cairns:

SECONDED by Mr. Lewis:

RESOLVED that the school attendance officer should be a local man of each municipality under the jurisdiction of the Department of Education. (Pioneer Municipal.)

LOST.

RESOLUTION No. 40.

MOVED by Mr. Cairns:

SECONDED by Mr. Lewis:

RESOLVED that this Trustees' Association

deprecate the commercialism of the many teachers' employment agencies in operation in the Province, and request the Government to control this work through its own Teachers' Bureau. (McLean S. D.)

CARRIED.

RESOLUTION No. 41.

MOVED by Mr. Cairns:

RESOLVED that this Convention request the Minister of Education to introduce legislation providing for full basements in all new schools and providing also that sanitary closets be an essential part of the school equipment. (Regina Beach S. D.)

CARRIED.

RESOLUTION No. 46

MOVED by Mr. Cairns:

SECONDED by Mr. Lewis:

RESOLVED that School Inspectors be urged to make a more rigorous examination of our schools before reporting "Progress being made", and number of yearly visits be increased to four. (Lomond S. D. No. 1537.)

CARRIED, subject to amendment that everything be deleted after the word "made."

(Resolution 47 was passed over as it had already been provided for.)

RESOLUTION No. 48.

MOVED by Mr. Cairns:

SECONDED by Mr. Sutherland:

RESOLVED that the Saskatchewan trustees in convention assembled favor the formation of High School Districts comprising not less than 100 sections nor more than 200 sections of land for the purpose of building, equipping and operating High Schools in such districts. (Watrous S. D. No. 1334.)

Mr. Sutherland:

Mr. Chairman, we have here three resolutions dealing very largely with the same subject. The result is we have not time for the discussion we would like. I have been talking to some leaders in education in regard to this point, and the result is that we have provided the following resolution to cover Resolutions 48, 49 and 50

"That the Saskatchewan School Trustees'
"Association approves of the principle of a

"larger unit such as the municipal or county
"unit for the administration of both elemen-
"tary and secondary education."

CARRIED.

RESOLUTION No. 51.

MOVED by Mr. Cairns:

RESOLVED that this association sanction the organization of a High School section of school Trustees' Association consisting of all representatives of High Schools, Collegiates and Public Schools recognised as doing High School work, and that executive be instructed to provide convenient opportunity for a conference of this section at future conventions. (Biggar S. D.

CARRIED.

RESOLUTION No. 52.

MOVED by Mr. Cairns:

SECONDED by Mr. Lewis:

RESOLVED that we petition the Saskatchewan Government to allow a grant on the half basis of total cost of conveyance of children in consolidated districts.

DEFEATED.

RESOLUTION No. 54.

MOVED by Mr. Cairns:

SECONDED by Mr. Jarrett:

WHEREAS, it is reported in the press that item 172 in the Canadian tariff provides for the free admission of books printed in any language other than the English and French languages, whilst books printed in English and French are subject to a duty, BE IT THEREFORE RESOLVED that this convention of School Trustees protest against the continuance of such an arrangement, and request the executive of the association to as soon as possible forward this protest to the Dominion Government, and to urge upon the Government to so amend the tariff that all books printed in the English or French languages be admitted free of any duty. (Victor S. D. No. 1889.)

CARRIED.

RESOLUTION No. 55

MOVED by Mr. Cairns:

SECONDED by Mr. Holmes:

RESOLVED that the attention of the Depart-

ment of Education be directed to our resolution of last year re. a Journal of Education, i.e. "That this Association endorse the recommendation of the Provincial Association of Teachers that a journal of education be established in Saskatchewan, consisting of eight numbers annually of one hundred pages each, and that the journal be placed in every High School in the Province as a part of the school Library equipment at a cost of \$2.00 per year.'

Mr. J. H. Holmes, Saskatoon:

Mr. Chairman, in seconding this motion I would point out that it was passed almost unanimously last year, but the Department thought it would like to know the feeling of the Trustees' Convention again before embarking on this policy.

CARRIED.

RESOLUTION No. 57.

MOVED by Mr. Cairns:

SECONDED by Mr. Sparling:

RESOLVED that children be accepted in schools that are closer in a school district other than that in which their parents are assessed, free of tuition. (Holdfast S. D.)

LOST

RESOLUTION No. 58.

MOVED by Mr. Cairns:

SECONDED by Mr. Wells:

RESOLVED that a standard examination paper be furnished for grading pupils in the public schools. (Car Lake S. D.)

CARRIED.

RESOLUTION No. 59.

MOVED by Mr. Cairns:

RESOLVED that a tenant in rural school districts having children attending school have a vote in school affairs, whether ratepayers or not, providing owner of property pay the taxes (Hudson S. D. No. 3027.)

LOST.

RESOLUTION No. 60.

MOVED by Mr. Cairns:

RESOLVED that we ask the department to amend section 209 by adding the following

"Provided that when such person shall have passed Grade VIII it shall be optional with the trustees whether he shall be allowed to attend." (Willmar S. D.)

DEFEATED

RESOLUTION No. 62.

MOVED by Mr. Cairns:

RESOLVED that the Department of Education before taking action on the question of forming Municipal School Boards ask each municipality to take a vote of their rate-payers as to whether they are in favor of Municipal School Boards or not. (Gedion S. D.)

DEFEATED

RESOLUTION No. 63.

MOVED by Mr. Cairns:

RESOLVED that whereas the School Act makes no provision for compulsory attendance at High School of children over fourteen years of age; that this association is in favor of a fixed percentage of attendance as necessary to obtain passing standing, and that this percentage be 85% of days school is open during the term (Biggar S. D.)

DEFEATED.

EVENING SESSION.

FRIDAY, FEBRUARY 27th, 1920.

After a very delightful organ recital by Mr. Luther Roberts' the contestants for the J. F. Bryant Silver Challenge Cup were heard, and the cup awarded to the successful orator.

Mr. J. F. Bryant thanked the people of Moose Jaw for their Hospitality, and for the efforts made by the Mayor and City Council to make the trustees' time enjoyable.

THE CONVENTION CLOSED WITH THE
SINGING OF THE NATIONAL ANTHEM.

SASKATCHEWAN SCHOOL TRUSTEES'

ASSOCIATION.

Statement of Receipts and Expenditures in connection with the
Fifth Annual Convention of the Saskatchewan School Trustees
Association held at Moose Jaw, February 24-25th, 1920.

RECEIPTS:

| | | |
|---------------------------------------|-----------|-----------|
| Balance in Bank per last account..... | \$ 557.04 | |
| Grant from City of Regina..... | 120.00 | |
| Grant from Provincial Government..... | 300.00 | |
| Membership Fees for 1920..... | 2521.60 | |
| Proceeds from Advertising..... | 168.75 | |
| Sundries..... | 328.95 | |
| | | <hr/> |
| | | \$3996.34 |

EXPENDITURES:

| | | |
|---|--------|------------|
| Outstanding Account as per last report..... | 105.00 | |
| Printing and Stationery..... | 343.60 | |
| Expenses of Executive..... | 510.00 | |
| Printing reports for 1919-20..... | 500.00 | |
| Speakers..... | 618.50 | |
| Reporter..... | 217.00 | |
| Salary of Secretary-Treasurer..... | 300.00 | |
| Shields..... | 77.50 | |
| Postage..... | 176.00 | |
| Sundries..... | 81.08 | |
| | | <hr/> |
| | | \$2919.68 |
| Balance at Bank..... | | 1076.66 |
| | | <hr/> |
| | | \$3,996.34 |

Audited and found correct.

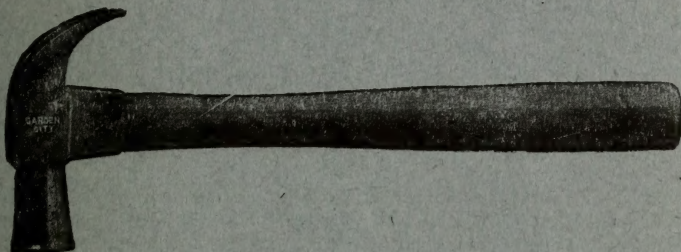
W. H. BAKER,
Accountant.

July 7th 1920.

H
I
G
H
G
R
A
D
E

SERVICE TO BUILDERS

T
O
O
L
S



From the hammer, with which you drive the first nail (and of course we supply the nails) right on to the finishing in the highest quality of



YALE



LOCK



and then to the finishing of the exterior and interior by the use of

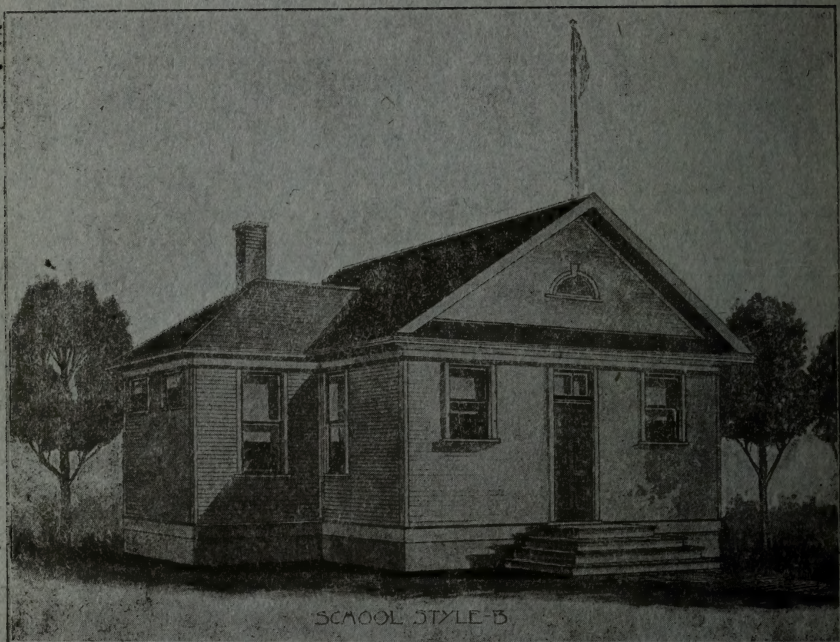
SHERWIN-WILLIAMS PAINTS & VARNISHES

we can be of good service to you.

"In 1919 we supplied hardware for approximately two hundred schools built in Saskatchewan. This year we will supply YALE hardware for almost an equal number.

We get this business through QUALITY, PRICE, AND GOOD SERVICE."

Pearl's Hardware
THE STORE WITH THE STOCK



WE BUILD AND EQUIP COMPLETE SCHOOL BUILDINGS

We manufacture guaranteed heating and ventilating systems and caustic closets.

We supply free school plans.

The only complete school supply company in Canada.

FOR PARTICULARS WRITE

**Waterman-Waterbury
Manufacturing Co., Ltd.**

REGINA

SASK.